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ABSTRACT

The activities and experiences of high school sophomores from 1980 to 1986 are reported in the fourth in a series of descriptive summaries about the 1980 sophomores based on data from the High School and Beyond survey. Detailed information on their educational attainment, work history, marital history, and attitudes and opinions is included. The information includes a diverse collection of classification variables, with analyses organized around differences by race/ethnicity and sex. Four chapters discuss the following: (1) educational experiences: (graduation from high school, enrollment in postsecondary education, and persistence in postsecondary education for 1980 sophomores who entered by 1986); (2) employment experiences (aggregate trends in employment and unemployment and employment experiences of individuals over time); (3) family formation patterns (marital patterns and parenting); and (4) attitudes and opinions (overall trends, patterns of change in attitudes and opinions, self-esteem, and attitudes about sex roles). Among the major findings are that: of the 1982 high school graduates, two-thirds had enrolled in postsecondary education by 1986; and of men and women with similar employment histories, men made higher average hourly wages. Appended are: methodology and technical notes; tables of regression coefficients and adjusted means; data for figures; and means, standard errors, and sample sizes for tables. Twenty-five tables and 18 figures are included. (SM)

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NATIONAL CENTER FOR EDUCATION STATISTICS

Analysis Report June 1988

High School and Beyond

A Descriptive Summary of 1980 High School Sophomores: Six Years Later

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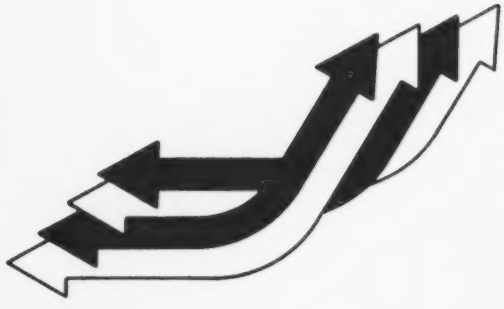

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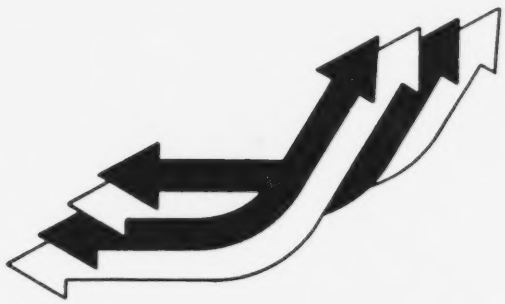

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SUMMARY OF MAJOR FINDINGS

Educational Experiences

- Over ninety percent of students did receive high school diplomas or equivalents, although eight percent earned their degrees after their scheduled graduation date.
- Of those 1980 high school sophomores who did graduate in 1982, two-thirds had enrolled in postsecondary education by 1986.
- Over one-fourth of the students who did enroll in postsecondary education delayed their entry, usually for one academic year. Delayed entry was associated with lower socioeconomic status and poorer high school grades.
- Nearly half of those who had begun their higher education in 1982 left school during the next three years, and the vast majority had not re-enrolled when they were surveyed in February 1986.
- Students' overall persistence in postsecondary education varied with their characteristics. Men had higher rates of overall persistence in postsecondary education than women, while Asians and whites attended for longer than members of other ethnic groups. Socio-economic status was strongly correlated with persistence in postsecondary education.
- Less than fifteen percent of all 1982 graduates attended postsecondary education full-time for the entire four years after high school graduation. However, nearly three-quarters of the 1982 graduates expected in 1986 to continue their education.

Employment Experiences

- Males were employed at higher rates than females throughout the period, but unemployment rates did not differ by sex. Since unemployment rates did not differ, the difference in rates of employment is also the difference in labor force participation rates between males and females.
- Whites generally had the highest rates of employment, and blacks generally had the lowest employment rates. Blacks were generally unemployed at higher rates than members of other racial/ethnic groups. Native American unemployment rates fluctuated dramatically.
- Males had higher hourly wages on average than females with similar employment histories.
- Wages were not much influenced by race/ethnicity among respondents with similar employment histories.

- In general, whites held more jobs than Hispanics or blacks, but the average length of each job held was similar for members of these different groups. Blacks experienced more periods of unemployment on average than either whites or Hispanics, and the average length of periods of unemployment were longer for blacks than for whites or Hispanics.

Family Formation

- In general, women were more likely than men to have begun family formation. That is, by 1986, they were more likely to have ever married and more likely to have had children.

- Those sophomores who went on to postsecondary education were more likely to delay family formation than those who did not continue their education beyond high school. Students with some postsecondary education were less likely to have ever married or had children.

Attitudes and Opinions

- Regardless of educational history, employment history, or marital history, women were consistently more likely than men to have stayed low on the self-esteem index.

- Blacks were generally more likely to have had higher self-esteem scores than either whites or Hispanics across a variety of comparisons.

- Educational attainment and belief that women's primary role is in the home were inversely associated. The more education respondents had, the more likely they were to disagree with this view. Conversely, less education was associated with having consistently agreed that women's primary role is in the home. This pattern was generally found for both men and women and among different racial and ethnic groups.

- There were few differences by race/ethnicity, with one exception. Significantly higher proportions of blacks with postsecondary education, compared to whites or Hispanics with postsecondary education, rejected the notion that women's primary role is in the home.

FOREWORD

This capsule description provides a general overview of the activities and experiences of the 1980 high school sophomores six years later. It uses information from High School and Beyond's base-year, first follow-up (1982), second follow-up (1984), and third follow-up (1986) surveys, and reports the results of a number of longitudinal analyses of education and employment. The Center for Education Statistics (CES) plans to conduct or to sponsor a number of analytical reports that will address a variety of topics in greater detail than that provided here. CES has computer tapes available to those wishing to carry out their own analysis of special questions and issues. Among the topics to be addressed in future CES analytic studies are: Persistence in College, Impact of Vocational Education, College Offerings and Enrollment, and Student Financial Aid in Colleges.

CES also maintains a large set of summary statistics on a microcomputer database. Statistics contained in the database cover the same topics described in this report but in much greater detail. For example, in addition to the activities of the total 1980 senior population (Table 1) the database has estimates for the activities of males and females and five race/ethnic groups, each further broken down by 29 independent variables.

Information about obtaining HS&B computer tapes is available from the U.S. Department of Education, Office of Educational Research and Improvement, Information Systems and Media Services Branch, 555 New Jersey Avenue, N.W., Room 304B, Capitol Place Building, Washington, D.C. 20208-1327.

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Ellen Liebman built the files for the work history, educational history, and marital history composite variables used in many of the analyses, in addition to producing the tables included in this report. We could not have produced so extensive a report without Ellen's intimate knowledge of the HS&B datasets, and her willingness to endure our endless requests for "just one more run." Leslie Retallick, Sandy Yuen, and Chris Ogden performed a number of critical tasks throughout the process of completing the report, from downloading tables from a mainframe computer so they could be reformatted for publication, to preparation of graphics and appendices. Their ability to work cheerfully under great stress served as a model that the rest of us were largely unable to emulate. Kathy Dodge copy edited the entire manuscript. Kathy's careful eye saved us from what we hope were our worst errors. Whatever elegance of style occurs here is largely due to her. Special thanks go to Gary Hoachlander, who provided thoughtful guidance throughout the long process of developing this report, and who carefully reviewed the content of the final draft.

We would also like to acknowledge the careful reading of this report by a panel of outside reviewers: Dan Savage of the American Association of Community and Junior Colleges, Val Plisko and Jerry Bushee of the Office of Planning, Budget, and Evaluation, Department of Education, and Phil Kaufman and Charles Cowan of CES.

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INTRODUCTION

During the four years following high school graduation, the 1980 sophomores began a broad range of adult endeavors. Eleven percent started careers and worked continuously after graduating high school. Sixty-six percent of the cohort who graduated in 1982 began postsecondary studies. Twenty-two percent of those who enrolled in postsecondary education by 1986 had attended school full-time since 1982. Three percent of the 1982 high school graduates completed two-year degrees, and eight percent of the 1982 graduates earned vocational certificates or licenses. Besides work and school (and sometimes in addition to each), 28 percent of the high school sophomores had married and embarked on forming their own families. Five percent of the cohort had already been divorced or experienced other forms of marital dissolution.

This descriptive report presents detailed information on the progress of the 1980 sophomores' educational attainment, work history, marital history, attitudes and opinions. The report uses information spanning the six-year period from 1980 through the third follow-up in 1986.

The High School and Beyond data contain a rich and diverse collection of classification variables. The analyses reported here are organized around differences by race/ethnicity and sex. Both these variables are of general interest, and they facilitate comparisons over a wide and diverse range of topics. Where appropriate, other classification variables are also examined.[1]

Although the emphasis of this report is on patterns of change, this first section begins by examining what members of the cohort were doing the first week in February 1986. The results are reported in Table 1.[2]

Almost 32 percent of the 1980 high school sophomores reported attending some type of postsecondary educational institution during the first week of February 1986. There were significant variations by race/ethnicity and sex. For both men and women, Asians were much more likely than any other group to have been attending school. White males and females were more likely than either blacks or Hispanics to report being in school. Black women were more likely to be in school than black men, but otherwise there were no significant differences between men and women.

Just over 78 percent of the 1980 sophomores were in the labor force during the first week of 1986.[3] Women were less likely to be working than men, although the difference between Asian men and women was not statistically significant. The differences between men and women were especially pronounced for blacks and Hispanics.

Differences among racial/ethnic groups differed by sex. Hispanic males had a higher participation rate than either white, Asian or black males, while the only significant differences among women were that black women had a lower participation rate than either white or Hispanic females

Somewhat surprisingly, there were few statistically significant differences in the percent of male respondents reporting unemployment by race/ethnicity. For white and black

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[1] A complete list of classification variables can be found in Penny Sebring et al., *High School and Beyond 1980 Sophomore Cohort Third Follow-Up Data File Users' Manual*, Center for Education Statistics #87-408m.

[2] Differences among groups reported throughout the text are evaluated using a two-tailed t-test. Unless otherwise noted, all differences reported were significant to the $p \leq .05$ level. Standard errors for all tables are shown in Appendix D.

[3] This percentage includes respondents working, on layoff, or looking for work.

Table 1

Status of 1980 Sophomores During the First Week of February 1986[4]

		Male				Female			
Status	Total†	White	Black	Hisp	Asian	White	Black	Hisp	Asian
In School	32	35	21	18	59	34	26	19	56
Working	67	70	70	77	65	67	56	65	59
Apprenticeship/ Training Program	2	2	2	1	1	1	1	1	1
On Layoff or Looking for Work	11	10	14	12	8	9	19	11	17
Keeping House	10	1	2	1	48	169	22	20	12
In Armed Forces	4	7	10	6	5	19	1	2	1
Other	8	7	5	5	6	97	9	8	8

†Includes Native Americans. Figures in table are percentages.

males the difference not statistically significant at the .05 level, and the absolute magnitude of the difference (three percent) was not as large as has been reported in other data.[5] Among women, however, black females were substantially more likely than white females to report being on layoff or looking for work (nineteen percent vs. nine percent), and black females were more likely to report being unemployed than Hispanic women Differences between Asian women and other women were not statistically significant.

As Table 1 illustrates, controlling for race/ethnicity did not reveal any consistent differences in the unemployment rates of males versus females. There were no significant differences between Hispanic or Asian men and women. Among whites and blacks, however, there was an interesting reversal. For blacks, female unemployment was significantly higher than male unemployment

Important differences in status during the first week of February 1986 were evident with respect to active duty service in the Armed Forces. Overall, 4 percent of the 1980 sophomores were in the Armed Forces. Controlling for race/ethnicity, men were more likely to be on active duty than women Among men, race/ethnicity was associated with the likelihood of active service. Black males were significantly more likely than Asian or Hispanic males to be on active duty. Among women, race/ethnicity was unrelated to the proportion of each group on active duty.

Outline of the Report

Chapter 1 examines the educational progress of 1980 sophomores from 1980 to 1986. Student progress includes the timing of high school graduation for all students and access to postsecondary education for all 1982 graduates The major emphasis of this

[4] Source: HS&B third follow-up survey (1986). Respondents were asked to check all categories that applied, so the column percentages may sum to more than 100%.

[5] See U.S. Bureau of the Census, *Statistical Abstract of the United States 1987*, Washington, D.C., Table 642, for comparative data.

chapter is progress in postsecondary education for those students who had enrolled by 1986, including the timing of entry, intensity and continuity of enrollment, and persistence in school during the four years after high school.

Chapter 2 focuses on entry into the labor force. It describes patterns of employment and unemployment between 1980 and 1986, along with trends in hourly wages and the intensity of work. Using a specially constructed longitudinal summary measure, Chapter 2 presents detailed analyses of the patterns of work involvement for members of the 1980 sophomore cohort.

Family formation is the topic of Chapter 3, which presents information on marriage and parenting. In addition to examining variations in marriage by educational history, sex, and race/ethnicity, Chapter 3 explores change in students' assessment of the importance of marriage and children.

Changes since 1980 in self-esteem and changes in the level of agreement with the view that a woman's primary role is in the home are the subjects of Chapter 4. It examines differences in an index of self-esteem and an index of sex role attitudes within categories of educational history, employment history, and marital history.

Finally, important information about the High School and Beyond surveys, the accuracy of estimates presented in the text, and definitions of major variables can be found in the appendices to this report.

CHAPTER 1
EDUCATIONAL EXPERIENCES OF THE 1980 SOPHOMORE CLASS

This chapter reports on the educational experiences of the 1980 sophomore class, concentrating on their entry into and persistence in postsecondary education between high school graduation and 1986. The major findings discussed are enrollment rates and patterns of enrollment in postsecondary education for these students. Equally important are the existence of systematic differences among students with different characteristics. Throughout this chapter, educational patterns will be reported separately for men and women, for different racial/ethnic groups, and for students of different socio-economic status. In addition, differences among students with other characteristics will be discussed when those characteristics affect postsecondary persistence.

There are three sections in this chapter, the first focusing on all 1980 sophomores, the second on all 1982 graduates, and the third concentrating on those 1980 sophomores who graduated with their class and enrolled in postsecondary education by 1986. The first two sections illustrate the rates of high school graduation and entry into postsecondary education for 1980 high school sophomores and describe major differences among students with different characteristics. The third section describes persistence for the 1980 sophomores who entered postsecondary education during the period between June 1982 and February 1986. While this is not a long enough time span to permit analysis of attainment and patterns of degree receipt, analysis of enrollment patterns over this four-year period demonstrates that students vary greatly in the intensity and consistency with which they pursue their studies after high school.

Graduation from High School for 1980 High School Sophomores

Of those students who were high school sophomores in 1980, 83 percent graduated with their class in 1982. Another six percent earned their diplomas during the next year, and by 1986 only eight percent of the 1980 high school sophomores still lacked a diploma. When the 1980 high school sophomores were asked about their plans in February 1986, 67 percent of those students still lacking diplomas said they would pursue further education in the future.

As Figure 1.1 shows, graduation rates varied little by sex but varied quite a bit by ethnicity and socio-economic status (SES).[6] Asian students had a higher graduation rate than did whites (93 percent in 1982, compared to 86 percent for whites). By contrast, the on-time graduation rates of other non-white groups were significantly lower than that for whites: 78 percent of blacks, 72 percent of Hispanics, and 67 percent of Native Americans graduated with their class. Similarly, students of high socio-economic status graduated at higher rates than other students: 94 percent graduated on time, compared to 90 percent, 86 percent, and 81 percent for students with medium-high, medium-low, and low socio-economic status.

In addition to the differences in graduation rates, Figure 1.1 shows that the timing of graduation varied with student characteristics, particularly ethnicity. Although the

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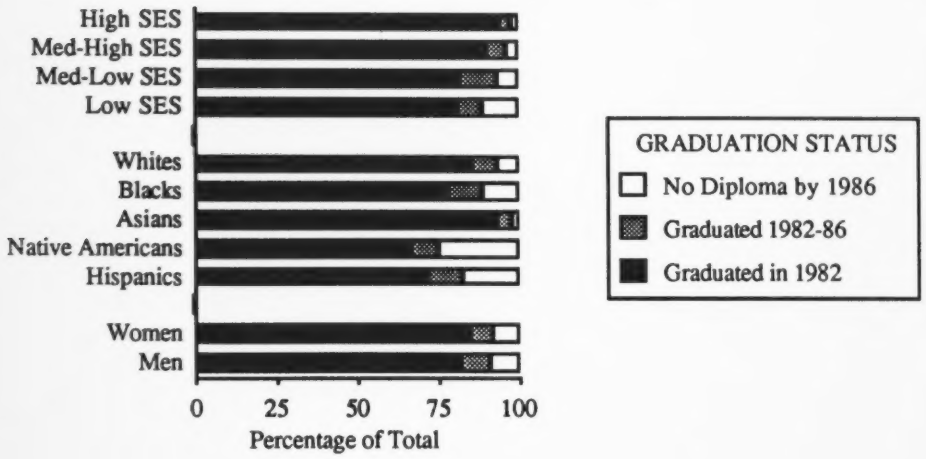
[6] For this analysis, students were grouped into quartiles according to their score on an index of socio-economic status created by the National Opinion Research Center for the High School and Beyond surveys. Thus students are divided into groups with high SES (the top quartile), medium-high SES (the second quartile), medium-low SES (the third quartile), and low SES (the fourth quartile). The components of the SES index are described in the technical notes for this report.

Figure 1.1

High School Graduation Rates[7]



difference in graduation status between Native Americans and whites was as large in 1986 as in 1982, the difference between most types of students had decreased by 1986. For example, the proportion of blacks with diplomas in 1982 was eight percentage points lower than the proportion of whites with diplomas, but had decreased to four percentage points by 1986. Similarly, the proportion of Hispanics with diplomas by 1986 was ten percentage points lower than for whites, while in 1982 the difference had been fourteen percentage points.

Enrollment in Postsecondary Education for 1982 High School Graduates

The 1980 high school sophomores were interested in further education and had high rates of participation in postsecondary education during their first four years out of high school. Eighty-five percent of those who graduated with their class in 1982 expected at that time to further their education. By 1986, 73 percent of these on-time graduates expected to continue with their education beyond that time. Even those who had not graduated on time felt in 1986 that they would continue their education; 70 percent of the late graduates felt they would pursue a higher education. In order to preserve comparability of findings, the remaining discussion of enrollment in postsecondary education in this chapter focuses exclusively on 1982 high school graduates.

Enrollment in Postsecondary Education

By 1986, two-thirds of all 1982 graduates had attempted some form of postsecondary education. Eighty-two percent of these enrolled during the first year after high school, while others waited a year or two before beginning.

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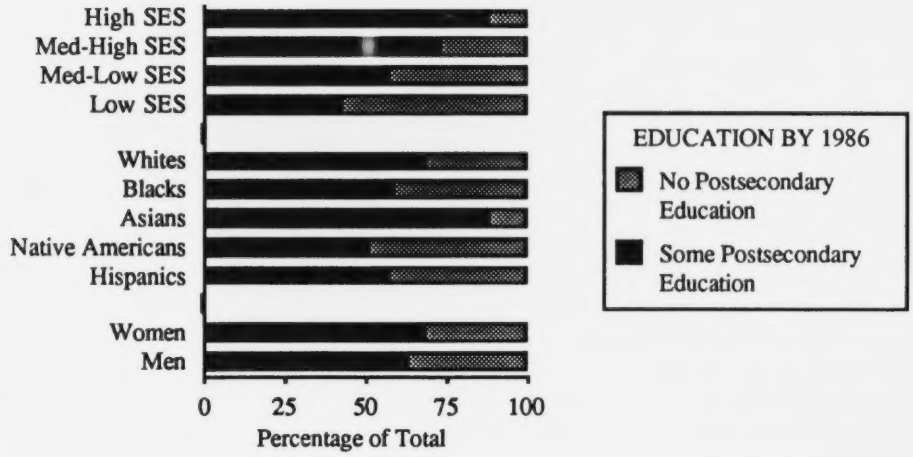
[7] These rates are based on students who were high school sophomores in February 1980, and the total graduation rate includes those who received high school diplomas or equivalents after their scheduled graduation. Many published figures of the dropout rate show the percentage of those who entered the ninth grade who did not graduate at the end of four years, so the graduation rates reported here may look high when compared with dropout rates reported elsewhere.

The direct comparison of enrollment rates for different types of students illustrates that participation in higher education varies with student characteristics. Figure 1.2 shows that the rate of enrollment varies greatly with ethnicity, sex, and socio-economic status. During the first four years following high school graduation in 1982, Asians had the highest rate of participation in postsecondary education, 88 percent. Sixty-eight percent of white high school graduates enrolled in postsecondary education, 58 percent of black graduates, 57 percent of Hispanics, and 51 percent of Native Americans. Women were more likely to attempt some postsecondary education than were men: their enrollment rate was 68 percent as compared to 63 percent for men. Patterns of postsecondary enrollment rates for high school graduates of different socio-economic status paralleled the patterns of different rates of high school graduation for these students: the higher the socio-economic status, the higher the participation rate. By 1986, 88 percent of high school graduates in the highest socio-economic status group had enrolled in postsecondary education, compared to 73 percent for the medium-high group, 57 percent for the medium-low group, and 42 percent for those with the lowest socio-economic status.

Figure 1.2

Enrollment in Postsecondary Education by 1986

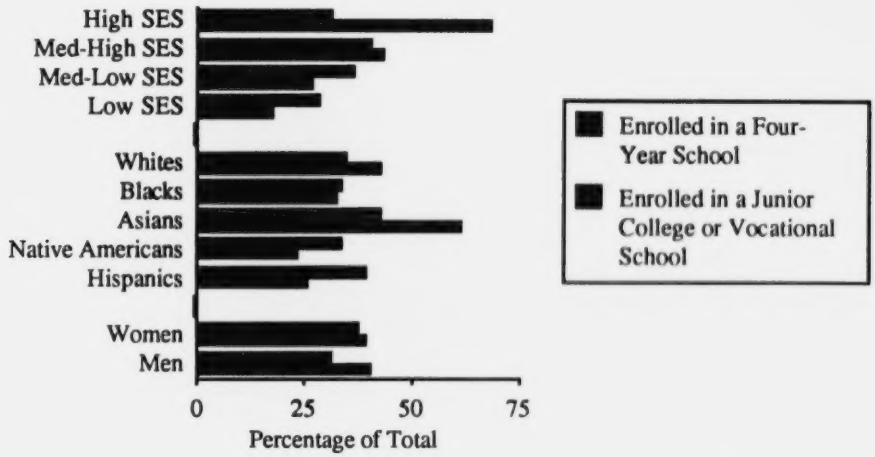


Enrollment in Different Types of Postsecondary Institutions

Figure 1.3 shows the rates at which the sophomores who graduated in 1982 attended four-year schools as well as junior colleges or vocational schools during their first four years after high school. For Asians, men, and students with high socio-economic status, the overall percentage who had enrolled in a four-year school was significantly higher than the percentage enrolled in a junior college or vocational school. However, Hispanics and students of low and medium-low socio-economic status students had higher enrollment in junior college or vocational schools than in four-year schools.

Figure 1.3

Entry into Four-Year and Other Schools for Different Types of Students



Persistence in Postsecondary Education for 1980 Sophomores Who Entered by 1986

Persistence in postsecondary education depended upon a number of factors for those 1980 high school sophomores who enrolled. The students with the greatest opportunity for rapid progress entered the postsecondary institution of their choice shortly after high school graduation, attended for the full length of each academic year, attended full-time during each year, and tried to stay in school until they accomplished their goals. For various reasons, many students did not receive the fullest possible amount of postsecondary education during the first four years after high school. Some delayed their entry into higher education or attended part-time for all or a portion of the time they were in school. Others left school or delayed their progress by changing schools. In this section we will analyze the timing, intensity, and continuity of the postsecondary enrollment by 1982 sophomore graduates between their graduation from high school and February 1986. Their overall persistenc e and enrollment patterns will be illustrated, and differences among various types of students analyzed.

Timing of Entry into Postsecondary Education

The most rapid progress in postsecondary education can only be made by those who permit no interruption in their transition between high school and higher education. For 24 percent of the high school sophomores who did enroll in postsecondary education by 1986, there was an interruption in this transition sufficient to delay them an average of eleven months.

The majority of those who enrolled after October 1982 also had later interruptions of some sort in their postsecondary education. Less than ten percent of these late entrants attended school full-time for eight or nine months a year once they began school. By February of 1986, students who had entered postsecondary education immediately after

high school graduation had accumulated an average of thirteen more months of full-time enrollment than students who had delayed entry.

Table 1.1

Percentage of 1980 Sophomores Delaying Entry into Postsecondary Education, Based on All Who Enrolled by 1986

Total	26
Sex	
Male	27
Female	26
Race/Ethnicity	
Hispanic	30
Native American	54
Asian	17
Black	37
White	25
Socio-economic Status	
Low	39
Medium-Low	32
Medium-High	26
High	16
High School Program	
Academic	16
Vocational	42
General	39
High School Grades	
Mostly A	11
Mostly B	26
Mostly C	39
Below C	60

As with entry into postsecondary education itself, the timing of entry varies with student characteristics. Table 1.1 shows the proportion of different types of students who enrolled after October 1980 ("delayed entry"), based on analysis of all students who had entered postsecondary education by 1986. There was a greater tendency for Native Americans, Hispanics, and blacks to delay their postsecondary education as compared to whites. Asians were less likely to delay entering a postsecondary institution. There were

large differences between groups of low and high social status: 39 percent of students in the lowest socio-economic quartile delayed entry compared to 16 percent in the highest. The difference between men and women for delaying postsecondary education was not statistically significant.

There were differences among students of different high school programs and performance. High school grades, which were not related to whether students entered postsecondary education in the first place, were significantly related to the timing of that entry. Eleven percent of high school graduates with mostly A's and 26 percent of those with mostly B's delayed entry, compared to 39 percent of those with mostly C's and 60 percent of those with less than a C average. High school curriculum was also significant for students in the academic track compared to other students. Sixteen percent of those in the academic program entered postsecondary education after October 1980, while 42 percent of those in the vocational program and 39 percent of those in the general program entered after that time. The difference between students in the general curriculum and students in the vocational curriculum in the timing of entry was not statistically significant.

Intensity in Postsecondary Enrollment

Once a student has entered postsecondary education, level of attainment depends upon a number of factors. One of these is the intensity of their enrollment. Those who attend full-time during their entire postsecondary careers will be able to make more rapid progress than those who take less than a full academic load.

Figure 1.4

Intensity of Enrollment in Postsecondary Education

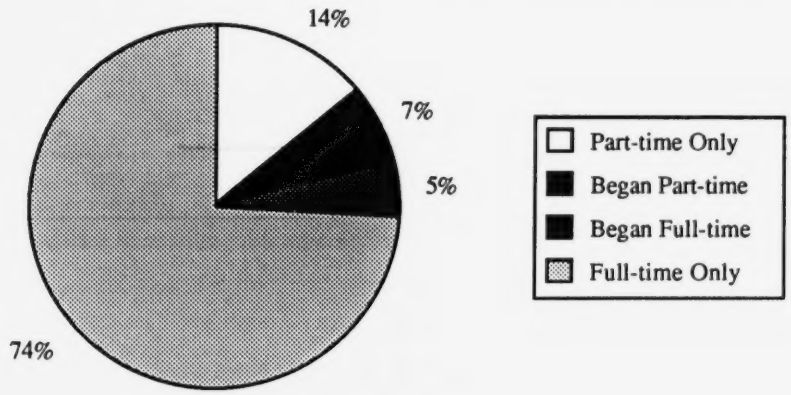


Figure 1.4 shows the enrollment intensity of the 1982 high school graduates who had attended some postsecondary education by 1986. Seventy-eight percent of the 1982 graduates who enrolled in postsecondary education began in full-time status, and most of these managed to attend full-time for all of their time in school (74 percent of the total enrollees, or 94 percent of those who began full-time). Of the 22 percent who began their careers in part-time status, most never attended full-time (14 percent of all enrollees, or nearly two-thirds of those who began part-time). Most of those who began as part-timers

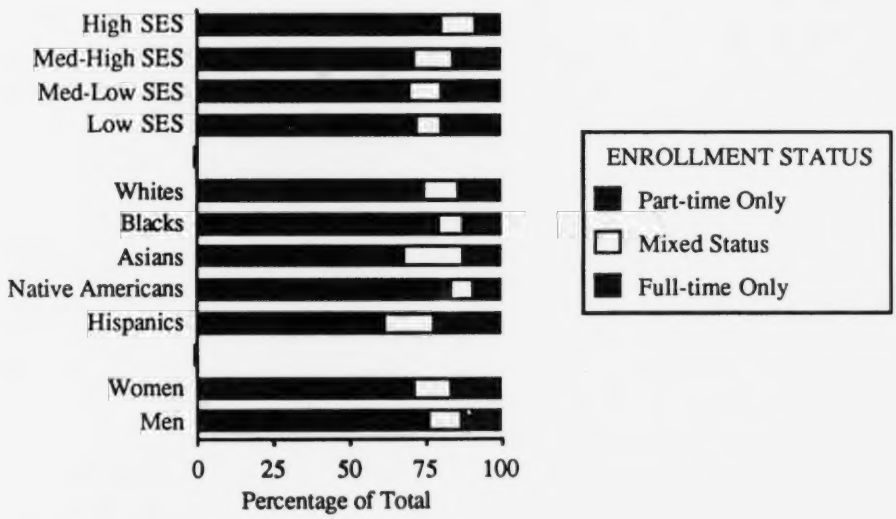
and changed to full-time enrollment were able to attend full-time from the time they changed their enrollment status through February 1986.[8]

Figure 1.5 illustrates that part-time-only enrollment was more common for some types of students than for others. Women attended part-time more than men, although the difference was not large (16 percent compared to 13 percent). There was little difference among ethnic groups in the tendency to attend part-time, except that Hispanics were more likely than other ethnic groups (22 percent compared to 14 percent of whites). By contrast, blacks and Native Americans who enrolled in postsecondary education were not any more likely to attend part-time than others.

Enrollment status was not strongly related to high school grades or to socio-economic status, except for those in the highest groups. Only eight percent of those from high socio-economic status enrolled part-time only, compared to between 15 percent and 19 percent for those ranked in the first three quartiles on this measure. Similarly, only five percent of those with mostly A grades in high school confined their enrollment to part-time, compared to 15 percent to 23 percent of those with lower grades.

Figure 1.5

Enrollment Status in Postsecondary Education



Continuity in Postsecondary Enrollment

For students who wished to attain four-year degrees, continuity of enrollment during the 1980-84 period was essential to nearing that goal. Students could lose continuity in

[8] 71% of those who switched from part-time to full-time were still enrolled full-time in February 1986.

their postsecondary career by changing schools in such a way as to lose credits or by taking some time out from school rather than remaining in continuous progression.[9]

Taking time out from school, or "stopping out," was an enrollment pattern found for eight percent of those 1980 high school sophomores who enrolled in postsecondary education. Stopout rates did not vary significantly for different kinds of students, and high stopout rates did not characterize those groups that showed lower rates of entry into postsecondary education, higher propensity to delay entry, or greater enrollment in part-time status (e.g., non-white non-Asians, low socio-economic status students, low high school performers).

Another activity that can affect the continuity of postsecondary enrollment is a transfer between schools. Sixty-five percent of those students who enrolled in postsecondary education did not transfer between schools at all. Thirty percent transferred once, while five percent transferred more than once. On average, a transfer delayed a student for four months of an academic year, or about a semester.

Four major types of transfers were possible: (1) those between similar types of school, or "interlevel" transfers, (2) those from two-year or vocational schools to four-year schools, or "forward articulating" transfers, (3) those from four-year schools to junior colleges, or "reverse articulating" transfers, and (4) those from four-year schools to vocational schools, or "career change" transfers. Transferring is desirable for those in junior colleges with plans to earn a B.A. or B.S., and such transfers should be considered signs of progress rather than interruptions in educational continuity. The meaning of an interlevel transfer is not clear: it could represent progression to a more appropriate school, scaling down to a less expensive school, or a lack of planning ahead on the part of the student. Changes from four-year schools to junior colleges or vocational schools represent major changes in direction. Table 1.2 shows the proportion of students in each group, and illustrates that transfers "forward" (articulating transfers) are not much more common than are other changes of school type.

Table 1.2

Incidence of Different Transfer Activities: Percentage of 1980 High School Sophomores in Postsecondary Education 1980-86[10]

No Transfers	65
Interlevel Transfer	20
Forward Transfer Articulation	10
Reverse Articulation	2
Career Change	4

[9] In the following discussion of continuity, the entire 1980-84 period is examined. The consequences of discontinuous enrollment for attainment of four-year degrees is stressed. However, some of the students who left school by 1984 may have attained their goals in postsecondary education: a vocational certificate, an A.A. degree, coursework specifically needed for their occupation, etc.

[10] These percentages add to more than 100 percent because some students made more than one type of transfer.

Transfers and time out from school have the potential to delay progress in postsecondary education. In addition to these interruptions, some students leave school entirely. Forty percent of the 1982 graduates who entered postsecondary education by 1985 entered immediately after high school graduation but left school by 1986.[11] A high rate of leaving school was found for every group of students, regardless of their characteristics. Leaving school before February 1986 was an enrollment pattern that was found for significant numbers of those with high test scores (34 percent), mostly A grades in high school (35 percent), plans in 1982 to pursue advanced degrees (33 percent), and high socio-economic status (37 percent). The proportion of students with lower test scores, lower high school grades, less ambitious plans for postsecondary education, and lower socio-economic status who left school before February 1986 is higher.

Although there is a high rate of exit from postsecondary education among all groups of students during the four years following high school graduation, these rates did vary markedly by race/ethnicity, sex, and socio-economic status. For example, 42 percent of the female students who had entered immediately after high school graduation had left by 1986, compared to 37 percent of the male students. Similarly, the exit rate for those with high test scores during high school, while one-third of their number, was substantially lower than for other students (43 percent for the second quartile on the ability measure).[12] Students who had planned in 1982 to stay in school through a four-year degree and beyond were less likely to have left school by February of 1986. Forty percent of those aiming at a B.A. or B.S. had entered immediately after high school and left by 1986, compared to 48 percent of those with plans to attend college for less than four years. There was not much difference between students of different ethnic groups or socio-economic status.

Students who entered in Fall 1982 and stayed in school full-time without a break during the next four years comprised only 22 percent of the sample of 1982 graduates who had experienced some postsecondary education by 1986. These students in "continuous full-time progression" were those who were the most persistent in pursuit of their higher education. Figure 1.6 summarizes the enrollment patterns of all 1980 sophomores who graduated from high school on time and had entered postsecondary education by 1986. Except for the students with continuous attendance, this figure does not separate part-time students from full-time students. It does show, however, that most students did not follow what many considered a typical pattern of enrollment in postsecondary education: immediate entry, full-time enrollment for a period of four years. Only one-fourth of the students were in continuous progression at all, and some of these had been part-time students. As many students delayed their entry as attended for four years continuously, while nearly half took time out or left early.

Once again, the patterns of enrollment for 1980 high school sophomores varied with student characteristics. As Table 1.3 illustrates, the proportion of different types of students who have been able to sustain continuous full-time attendance varied widely. Among ethnic/racial groups, the percentage of students continuously enrolled full-time varied from 30 percent for Asians to 12 percent for blacks.[13] Socio-economic status was important also, varying from 34 percent for those in the highest quartile to 10 percent for those in the lowest. Those with middle levels of socio-economic status had intermediate rates of continuous progression. On this measure of persistence there was even a significant difference between men and women: 25 percent of the men were able to sustain continuous

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[11] Delayed entrants were not included in the proportion of dropouts or stopouts because they had less "exposure" to discontinous enrollment than those who entered in Fall 1982.

[12] Students were divided into quartiles according to their high school test scores.

[13] The difference between whites and Asians was not significant at the .05 level, but the differences between whites and other racial/ethnic groups were significant at $p \leq .05$.

Figure 1.6

Postsecondary Enrollment Patterns
Four Years out of High School

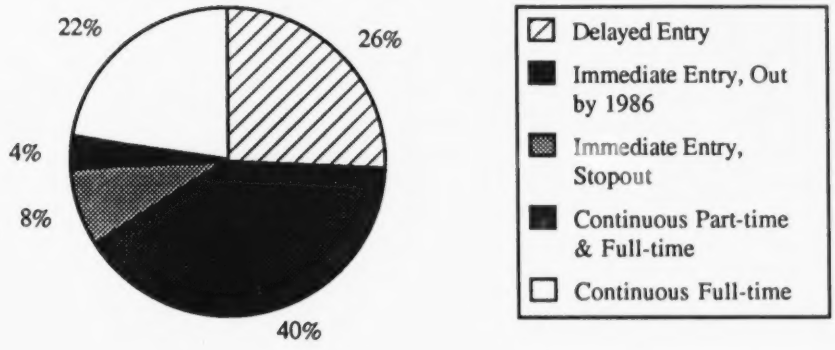


Table 1.3

Percentage of Students with Different Patterns of Enrollment
1982-1986

	Continuous Full-Time	Continuous F/T & P/T	Immediate Entry, Stopout	Immediate Entry, Out By 1986	Delayed Entry
Total	22	3	8	40	26
Sex					
Men	25	2	8	37	27
Women	20	4	8	42	26
Race/Ethnicity					
Hispanic	13	6	8	42	30
Native American	10	3	4	29	54
Asian	30	9	7	37	17
Black	12	2	7	42	37
White	25	3	8	40	24
Socio-economic Status					
Low	10	2	6	43	39
Medium-Low	15	3	7	43	32
Medium-High	21	3	9	40	26
High	34	4	10	37	16

full-time progression, while only 20 percent of the women were able to do so This is a contrast to the comparison between men and women on entry into postsecondary education, where women ranked higher. The difference reflects women's greater tendency to enroll part-time (as illustrated in Figure 1.5) as well as their tendency to leave school in higher numbers (42 percent leaving school compared to 37 percent for men, as illustrated in Table 1.3).

Amount of Time Spent in Postsecondary Education

The data for this report were collected in February of 1986, too early to permit an analysis of attainment as measured by postsecondary degrees. We can, however, see how much time the 1980 high school sophomores have spent in postsecondary education. Table 1.4 shows the average number of months completed by different kinds of students. Total months and total full-time months are both shown, since some groups of students took proportionately more of their schooling in part-time status. Although students in continuous progression could have experienced 33 months of full-time enrollment by the time the data were collected for this report, the mean number of full-time months in postsecondary education for all enrollees was only 17. The mean number of total months was still only 19. This low amount of time in school is not surprising in view of the low proportion of students who entered school immediately and remained in continuous progression.

Using the number of full-time months in postsecondary education as a measure of persistence in postsecondary education, we find most of the same contrasts between different types of students that we have seen for other measures of enrollment pattern. One exception to this was the difference between men and women. Despite their lower rate of overall enrollment in postsecondary education, men as a group progressed somewhat further in postsecondary education than did women. Men completed more full-time months in school than did women (seventeen compared to sixteen). This difference was small, but statistically significant.

The amount of time spent in postsecondary education by those of different ethnic backgrounds is consistent with their patterns of entry and enrollment during the 1982-86 period. As on all other indicators of persistence in postsecondary education, Asians showed the highest level of persistence as measured by months in school. With an average of 19 full-time months of school, Asians spent significantly more time in school than did whites, who had an average of 17 months. Next in full-time attendance were blacks with 14 months and Hispanics with 13. The lowest average of full-time months was for Native Americans, with 11.[14]

Another expected finding was the effect of socio-economic status on the number of months enrolled, both full-time and total. As usual, socio-economic status was positively associated with persistence in postsecondary education: students of high socio-economic status attended for a total of 21 months on average, compared to 16 for those with medium-high status, 14 for those with medium-low status, and only 12 months on average for those with low status. Higher socio-economic status was not only associated with enrollment in higher education, but also with continuous enrollment.

[14] The difference between Hispanics and whites was not significant at the .05 level, but the differences between whites and other racial/ethnic groups was significant at $p \leq .05$.

Table 1.4

Months of Postsecondary Education 1982-1986

	Total Months	Full-time Months
Total	19.19	16.55
Sex		
Men	19.63	17.23
Women	18.82	15.97
Race/Ethnicity		
Hispanic	16.67	12.58
Native American	12.83	11.36
Asian	22.68	19.12
Black	16.04	13.99
White	19.82	17.21
Socio-economic Status		
Low	14.08	11.76
Medium	16.63	13.64
Medium-High	19.12	16.26
High	23.30	20.91

Summary of Findings

For the majority of the 1980 high school sophomores, the years from 1982 to 1986 were a time of pursuing further education. However, there was much variability among students in the degree of postsecondary progress achieved and in the patterns of their enrollment in postsecondary education. The survey data for these students point to the following conclusions:

Graduation from High School

- Over ninety percent of students did receive high school diplomas or equivalents, although eight percent earned their degrees after their scheduled graduation date.
- Graduation rates and the timing of graduation varied widely by ethnicity and socio-economic status.

Enrollment in Postsecondary Education

- Of those 1980 high school sophomores who did graduate in 1982, two-thirds had enrolled in postsecondary education by 1986.
- Rates of enrollment in postsecondary education varied with student socio-economic status.

Persistence in Postsecondary Education

- Over one-fourth of the students who did enroll in postsecondary education delayed their entry, usually for one academic year. Delayed entry was associated with lower socio-economic status and poorer high school grades.
- Students pursued their postsecondary education with varying intensity. One quarter of the enrollees attended part-time for all or a portion of their time in school. Women were more likely than men to attend part-time, and Hispanics were far more likely to do this than other ethnic groups.
- Nearly half of those who had begun their higher education in 1982 left school during the next three years, and the vast majority had not re-enrolled when they were surveyed in February 1986.
- Students' overall persistence in postsecondary education varied with their characteristics. Men had higher rates of overall persistence in postsecondary education than women, while Asians and whites attended for longer than members of other ethnic groups. Socio-economic status was strongly correlated with persistence in postsecondary education.
- Less than fifteen percent of all 1982 graduates attended postsecondary education full-time for the entire four years after high school graduation. However, nearly three-quarters of the 1982 graduates expected in 1986 to continue their education.

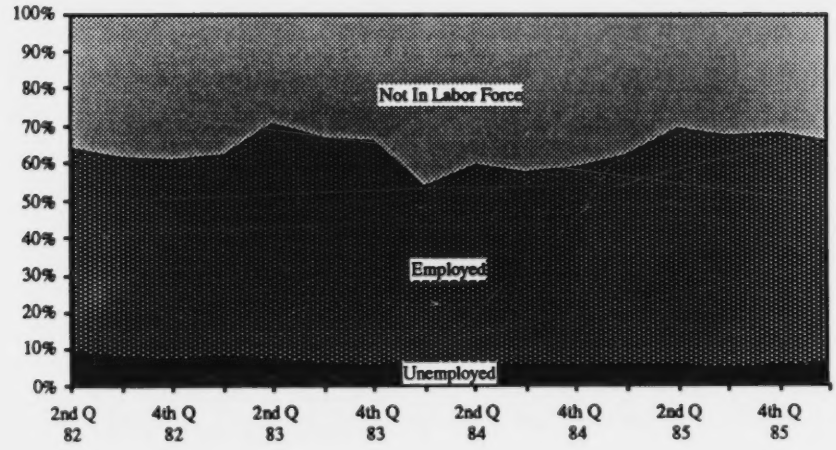
CHAPTER 2
EMPLOYMENT EXPERIENCES OF THE 1980 SOPHOMORE CLASS

The employment experiences of 1980 high school sophomores in the first four years following graduation from high school were characterized by volatility and an often intermittent involvement in the labor force. It was a period of dramatic change and adjustment, as young people sought their niche in the adult world. This chapter examines the employment experiences of members of the 1980 sophomore class between July 1982 and February 1986. First, aggregate trends in employment and unemployment are described. Second, those factors—either personal or systemic—that affect the probability of employment are examined. Finally, longitudinal measures of employment patterns are developed to classify and to examine the experiences of individuals in their first few years in the labor market.

Aggregate Trends in Employment and Unemployment

Figure 2.1 shows the percentage of students employed, unemployed, and not in the labor force between the second quarter of 1982 and the first quarter of 1986.[15] The percentage of students unemployed (not employed and looking for work) changed over the four year period, falling from nine percent to six percent, but with no sharp increases or decreases. In contrast, the percentage of respondents employed or not in the labor force was quite unstable, with sharp increases and steep declines in employment from one quarter to the next. The patterns shown in Figure 2.1 suggest that movement between employment "states" was between employment and non-participation in the labor force, at least in the aggregate.

Figure 2.1
Percentage of Students in Various Employment States Between the Second Quarter of 1982 and the First Quarter of 1986



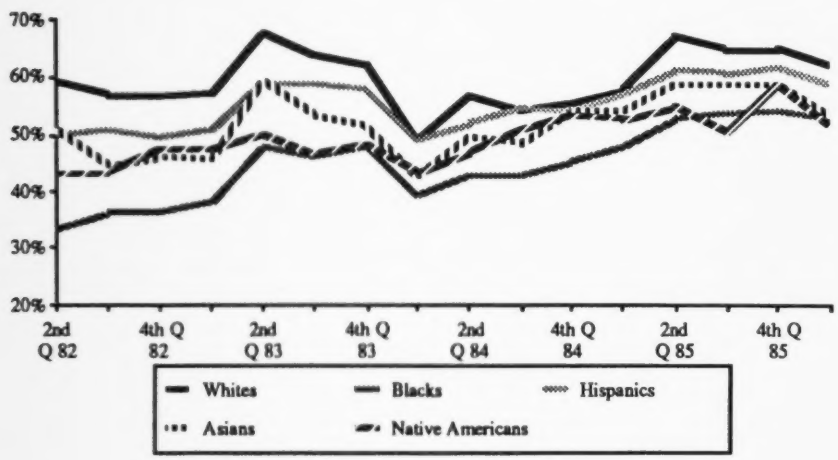
[15] The labor force includes all respondents who were working or were unemployed and looking for work by month. The percentages were calculated on the whole population of respondents so that the sum of the percentage employed, unemployed, and not in the labor force equals 100 percent.

Males and females had similar patterns of participation in the labor force between 1982 and 1986. Figure 2.2 shows that the unemployment rates for males and for females were approximately the same; however, males were employed at a rate between six and eight percentage points higher than females throughout the period. Since there were no significant differences in the rates of unemployment for males and females, the difference between male and female employment rates can also be interpreted as the difference in the rates of labor force participation.

Figure 2.2
Percentage of Males and Females Employed and Unemployed Between the Second Quarter of 1982 and the First Quarter of 1986

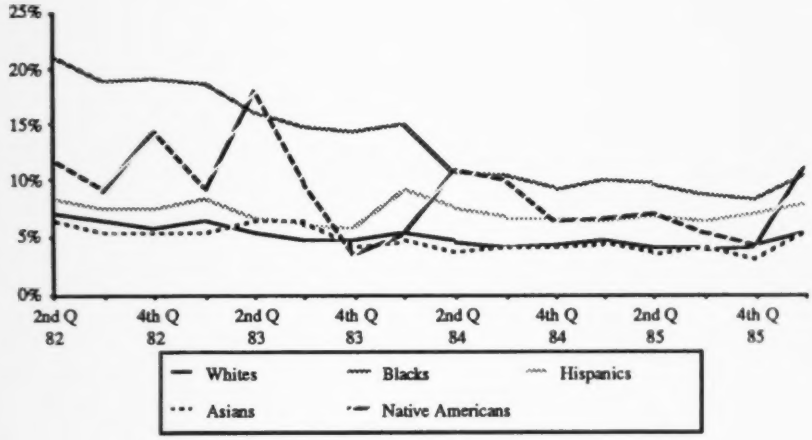
Labor force participation rates varied by race/ethnicity. Figure 2.3 indicates that whites were employed in greater proportions than members of other racial/ethnic groups, although Hispanics had relatively similar rates of employment after the fourth quarter of 1983. Blacks had the lowest overall rates of employment throughout most of the period. However, the gap in employment rates between blacks and whites narrowed between 1982 and 1986: in the second quarter of 1982, almost 60 percent of whites were employed while just under 35 percent of blacks were employed; by the first quarter of 1986, the same proportion of whites were employed but the proportion of blacks working had increased to slightly more than 53 percent.

Figure 2.3
Percentage of 1980 Sophomores Employed Between the Second Quarter of 1982 and the First Quarter of 1986 by Race/Ethnicity



Unemployment, like employment, was not equally distributed among members of the different racial/ethnic groups (Figure 2.4). Less than eight percent of whites and Asians were unemployed at any point in time during the period 1982 to 1986, and by 1986, the average unemployment rate for members of these groups was approximately five percent. In contrast, the black unemployment rate in 1982 was greater than 20 percent. The unemployment rate for blacks fell during the first two years after high school, leveling off at about ten percent after the second quarter of 1984. To a greater degree than members of other racial/ethnic groups, Native Americans experienced fluctuations in their rates of unemployment, showing no clearly defined pattern during this period.

Figure 2.4
Percentage of 1980 Sophomores Unemployed Between the Second Quarter of 1982 and the First Quarter of 1986 by Race/Ethnicity



Employment Experiences of Individuals Over Time

In this section a longitudinal employment variable is developed to describe and classify different patterns of education, employment, unemployment, and non-participation in the labor force in the first four years after high school. The variable categories summarize the employment experiences of individuals between July 1982 and February 1986.

The Employment History variable contains six categories: Continuous Full-Time Employment; Discontinuous Full-Time Employment; Part-Time Employment; Employed Continuous Student; Employed Discontinuous Student; and Not In The Labor Force. The first three of these categories focus on employment, the fourth and fifth are designed to capture the interaction of employment and education, and the last category includes those who were not in the labor force between July 1982 and February 1986. With the exception of the full-time continuous category (which has a three-year minumum), inclusion in an employment category requires that the respondent have been in the labor force for a minimum of 12 months total between 1982 and 1986. Following are brief descriptions of the employment history categories. Complete definitions are included in Appendix A.

The continuous full-time category represents the most stable pattern of employment. Full-time employment is defined as 35 or more hours per week, and respondents must have worked full-time for at least three years to be included in this category. In contrast, the discontinuous full-time category captures those whose full-time employment is broken up by periods of unemployment and/or part-time employment. The part-time employment category is reserved for those who worked predominantly part-time throughout the four-year period.

The two categories that capture the interaction of employment and education were designed to keep those who were students for significant portions of the first four years following high school separate from those who were primarily oriented toward work. The employed continuous student category includes those students who entered postsecondary education in the fall following graduation from high school and continued in school until February 1986. The employed discontinuous student category captures those respondents who were in school for a substantial portion of the period but who either delayed their entry into a postsecondary institution or whose pattern of participation in an educational institution was intermittent. These students must have met the minimum employment requirement to have been included in the category. The "not in the labor force" category (NILF) is designed to include all those respondents who did not meet the minimum employment criteria.

Proportion of Respondents in the Various Employment Categories

Almost half of the 1980 sophomore class (44 percent) were not in the labor force between 1982 and 1986. (See Table 2.1) Over a quarter of the population were in the employed discontinuous student category (26 percent), 12 percent of the class were classified as employed continuous students, and 11 percent were continuously employed. Just over six percent of the respondents were employed discontinuously full-time, and only one percent were employed part-time over the whole period.

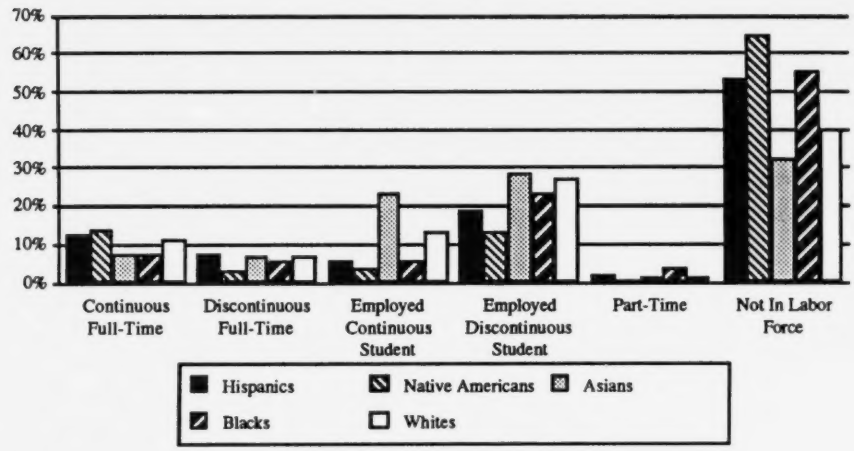
Males were almost twice as likely to have been employed full-time continuously as females (15 percent compared to 8 percent). Females, in contrast, were more commonly employed part-time than males (2 percent to 1 percent), and were also more likely to be employed discontinuous students (28 percent to 23 percent). There were no differences in the proportions of males and females in the employed continuous student, discontinuous full-time, and NILF categories.

Table 2.1
Percentage of 1980 Sophomores in the Various Longitudinal Employment Categories by Selected Characteristics

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student	Part-Time Only	Not In The Labor Force
Total	11%	6%	12%	26%	1%	44%
Sex						
Male	15	6	12	23	1	43
Female	8	7	12	28	2	44
Race/Ethnicity						
Hispanic	13	8	6	19	1	54
Native Amer.	14	3	4	14	1	65
Asian	7	7	24	29	1	33
Black	8	5	5	24	3	55
White	12	7	13	27	1	40

Figure 2.5 shows that there was considerable variation in the proportion of respondents from different racial/ethnic backgrounds in the various employment categories. Most of the differences were not large in the continuous and discontinuous full-time categories, although statistically significant differences emerged in the proportions of whites and blacks (12 to 8 percent) and Hispanics and blacks (13 to 8 percent) who worked continuously full-time. In contrast, the proportion of blacks who worked part-time (3 percent) throughout the period was considerably larger than the proportion of Hispanics who worked part-time (2 percent), the next largest group in percentage terms.

Figure 2.5
Proportion of Respondents Classified in the Various Employment Categories by Race/Ethnicity



Differences by race/ethnicity were greatest in the employed continuous student and NILF categories. Asians were more likely to be employed continuous students than were members of any other group. Almost 24 percent of Asians were in this category compared to 13 percent of whites; whites, in turn, were proportionally much more likely to be in this group than the members of any other racial/ethnic group. In contrast, both whites and Asians were not participating in the labor force in smaller proportions than members of other groups (40 percent and 33 percent, respectively). Almost 65 percent of Native Americans were in this category, as were 54 percent of Hispanics and 55 percent of blacks.

The Employment History categories represent alternative paths into the adult world of employment and different levels of involvement in the labor force. However, these different paths and levels of involvement do not necessarily imply differences in labor market outcomes. Several outcome measures are examined here in relation to the longitudinal variables: hourly wages, the intensity of employment (hours per week), the number of jobs held and the average length of each period of employment (in months), and the number of periods of unemployment and their average length (in months).

Wages Per Hour

Table 2.2 shows the mean wages received by persons in the various employment categories in 1982 and 1986, and also shows the percentage change in hourly wages over that time. The average hourly wage received in 1986 by those who were employed continuously full-time was $5.28 per hour. This was not statistically different from the $5.63 earned by those who were employed full-time discontinuously or the $5.50 earned per hour by employed continuous students. However, employed discontinuous students did earn more than those who were employed full-time continuously, $5.54 compared to $5.28.[16] Respondents who were employed part-time earned an average of $5.44 per hour, but this was not statistically different from the amount earned by respondents in any of the other employment categories. Similar relationships existed in 1982, although employed discontinuous students earned significantly more per hour ($4.60) than respondents who were employed continuously full-time ($4.27) and those who were employed discontinuously full-time ($4.08).

The percentage change in hourly wages between July 1982 and February 1986 was not constant across the employment categories. Those who were employed discontinuously full-time experienced the greatest change in their wages, an average 38 percent increase between 1982 and 1986. Employed continuous students experienced a 26 percent increase on average, continuous full-time employed an average increase of 24 percent, and employed discontinuous students saw their wages rise an average of 20 percent.

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[16] The careful reader will notice that the difference between 5.63 and 5.28 is larger than the difference between 5.54 and 5.28, yet the former difference is not statistically significant while the latter difference is statistically significant. Statistical significance is a function of the magnitude of the difference between means as well as the size of the standard error of those means. The standard error is a function of the number of observations incorporated in the calculation of the mean and the amount of variation among those observations about the mean. In general, the larger the number of observations the smaller the standard error; similarly, the less variation among values about the mean the smaller the standard error. In this case, the standard error about 5.63 is 0.315 while the standard error about 5.54 is only 0.076.

Table 2.2
Mean Hourly Wages of 1980 Sophomores in 1982 and 1986 by Employment History

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student
Mean Wage 1986	$5.28	$5.63	$5.50	$5.54
Mean Wage 1982	$4.27	$4.08	$4.37	$4.60
Percent Change 1982 to 1986	24%	38%	26%	20%

The average hourly wages of males were higher than the average hourly wages of females among those who were employed full-time either continuously or discontinuously. This is shown in Figure 2.6.[17] However, the apparent differences in the wages of males and females seen in this graph were not statistically significant in the continuous or employed discontinuous student categories.

Figure 2.6
Mean Hourly Wages of Males and Females in February 1986

Table 2.3 shows the mean hourly wages of 1980 sophomores in 1986 by race/ethnicity.[18] None of the apparent differences in wages across employment categories were statistically significant among whites and Hispanics. However, blacks who worked continuously full-time had the lowest average hourly wages among employed blacks,

[17] The part-time employment category was excluded from this figure because the cells contained too few observations (fewer than 30) to produce accurate estimates.

[18] Asians, Native Americans and respondents who were employed part-time were excluded from this table because the cells contained too few observations to produce accurate estimates.

$4.63 compared to $6.08 among those who were employed discontinuously full-time, $6.83 among those who were employed continuous students, and $5.33 among those who were employed discontinuous students. Only one of the differences across racial/ethnic groups within an employment category was significant: whites earned more than blacks among those who were continuously employed full-time, $5.34 to $4.63.

Table 2.3
Mean Hourly Wages of 1980 Sophomores in February 1986 by Employment History and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student
Hispanics	$5.38	$8.02	$4.96	$5.56
Blacks	$4.63	$6.08	$6.83	$5.33
Whites	$5.34	$5.28	$5.44	$5.57

Mean Hours Per Week

Wages are one measure of the employment outcomes associated with the specified patterns of employment; a second measure is the intensity of employment in terms of hours per week. Table 2.4 shows the mean number of hours worked per week by employment history, sex and race/ethnicity. Respondents who were employed full-time worked more hours on average than those who were employed discontinuously full-time or were students. Similarly, discontinuous full-time employees worked more hours than students.

Table 2.4
Mean Number of Hours Worked Per Week in February 1986 by Sex and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student
Total	41.6	36.2	29.2	30.3
Sex				
Males	43.9	37.6	32.0	33.4
Females	37.1	35.0	26.3	27.6
Race/Ethnicity				
Hispanics	39.6	34.7	28.6	30.2
Blacks	41.3	37.3	29.5	30.7
Whites	42.0	36.3	29.2	30.3

Males consistently worked more hours per week than females regardless of employment history with one exception: there was no statistically significant difference in the number of hours worked per week between males and females in the discontinuous full-time category. There were no statistically significant differences in the number of hours worked per week among members of different racial/ethnic groups when employment history was controlled.

Average Number of Jobs and Length of Employment

Table 2.5 shows the average number of jobs held and the mean number of months of employment in each job by employment history categories. Respondents who were continuously employed full-time after high school held an average 2.8 jobs for an average of 18 months each. There were no significant differences in the number of jobs held among those whose patterns of employment were discontinuous full-time (3.2), employed continuous student (3.2), and employed discontinuous student (3.1). In contrast, the differences in the number of months worked between respondents in the different employment categories were all significant. Respondents who were employed part-time held fewer jobs than respondents in the other categories, 2.3, and held these jobs for a shorter period of time on average, 8.2 months. This suggests that these respondents were not working for large portions of the period examined here.

Table 2.5
Average Number of Jobs Held and Mean Number of Months in Each Job by Employment History

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student	Part-Time
Average Number of Jobs Held	2.8	3.2	3.2	3.1	2.2
Mean Number of Months Per Job	18.0	11.4	9.8	10.4	8.2

Females held more jobs on average than males between 1982 and 1986 in the continuous full-time and employed continuous student categories, but there were no statistically significant differences between males and females in the number of jobs held in the other three employment categories (Table 2.6). The other side of this comparison—average length of employment—shows that males were employed on average slightly longer than females, although there were no significant differences in the discontinuous full-time, employed continuous student, and part-time categories.

Table 2.6
Mean Number of Jobs Held and Average Length of Each Job by Employment History and Sex

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student	Part-Time
Males					
Number of Jobs	2.7	3.1	3.1	3.1	2.3
Months Employed	18.5	11.9	9.8	10.9	9.8
Females					
Number of Jobs	2.9	3.2	3.3	3.2	2.3
Months Employed	17.0	11.0	9.9	10.1	7.6

Table 2.7 shows the average number of jobs held by employment history and race/ethnicity.[19] With the exception of continuous full-time, whites held more jobs on average than blacks regardless of their patterns of employment between 1982 and 1986. Whites also held more jobs on average than Hispanics when their patterns of employment were either discontinuous full-time or employed discontinuous students. Similarly, Hispanics held more jobs than blacks when their employment patterns were either of the two student categories.

Table 2.7
Average Number of Jobs Held and Mean Number of Months in Each Job by Employment History and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student	Part-Time
Hispanics					
Number of Jobs	2.6	2.8	3.3	2.8	2.4
Mean Months	18.6	12.7	10.4	11.2	Low-N
Blacks					
Number of Jobs	2.6	2.7	2.8	2.6	1.8
Mean Months	18.9	12.0	10.1	9.9	6.4
Whites					
Number of Jobs	2.8	3.3	3.2	3.3	2.6
Mean Months	17.8	11.2	9.8	10.5	8.6

[19] Asians and Native Americans have been excluded from this table due to small cell size.

In contrast, few of the apparent differences in the average number of months per job were statistically significant. The only exception was that Hispanics classified as employed discontinuous students held their jobs slightly longer than blacks with the same employment history, 11.2 months compared to 9.9 months. This suggests that among those who are employed there are similar patterns of employment across racial/ethnic groups, and that the larger differences are in the frequency of employment.

Average Number of Periods of Unemployment and Length of Unemployment

The last measures of outcomes in relation to employment are the number and length of periods of unemployment. Table 2.8 presents the average number of periods of unemployment experienced by members of the 1980 sophomore class between July 1982 and February 1986. With the exception of part-time employment, respondents experienced an average of less than one period of unemployment during these four years. Respondents employed part-time experienced an average of 1.6 periods of unemployment.

In general, females were unemployed about as often as males, although there were some differences in relative frequency of unemployment by employment category. For example, among those employed continuously full-time, females were unemployed an average of approximately 0.2 times during the four years, twice as frequently as males (0.1 time).

Table 2.8
Mean Number of Periods of Unemployment
by Employment History, Sex, and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student	Part-Time
Total	0.1	0.7	0.5	0.7	1.6
Sex					
Male	0.1	0.8	0.4	0.6	1.4
Female	0.2	0.7	0.5	0.7	1.7
Race/Ethnicity					
Hispanics	0.2	0.7	0.6	0.8	1.5
Blacks	0.2	1.0	0.9	1.1	2.4
Whites	0.1	0.7	0.4	0.6	1.2

Blacks were more likely to be unemployed than either whites or Hispanics, although the relative frequency of these periods was related to the particular pattern of employment. There were no differences in the frequency of unemployment among members of the different racial/ethnic groups when their patterns of employment were either continuous or discontinuous full-time. However, blacks who were employed continuous students were twice as likely to be unemployed as whites with the same employment history (0.9 times to 0.4 times). Blacks who were employed discontinuous students were more likely to be unemployed on average than either whites or Hispanics (1.1 times to 0.5 times; and 1.1 to 0.8, respectively). Similarly, blacks employed part-time experienced an average of 2.4

periods of unemployment compared to 1.2 for whites. Whites and Hispanics were unemployed approximately the same number of periods regardless of their employment patterns, although Hispanics who were employed discontinuous students were more likely to be unemployed on average than white employed discontinuous students (0.8 times compared to 0.6).

Table 2.9
Average Length of Periods of Unemployment in Months by Employment History, Sex, and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Employed Continuous Student	Employed Discontinuous Student	Part-Time
Total	2.7	3.5	3.2	4.2	7.1
Sex					
Male	2.5	3.8	3.3	4.5	6.7
Female	2.8	3.2	3.1	3.9	7.2
Race/Ethnicity					
Hispanics	Low-N	4.0	3.9	5.0	Low-N
Blacks	Low-N	5.8	4.1	6.8	8.1
Whites	2.8	3.0	3.1	3.3	6.5

Table 2.9 shows that the average length of periods of unemployment were longer for blacks than for either whites or Hispanics. However, these differences were related to the particular pattern of employment. For example, blacks who were employed discontinuously full-time were unemployed for an average of 5.8 months during periods of unemployment compared to 3.0 months among whites, yet there was no statistically significant difference between Hispanics and blacks in the length of unemployment in this employment category. Among those who were employed discontinuous students, blacks tended to be unemployed for longer periods (6.8 months) than either Hispanics (5.0 months) or whites (3.3 months). Differences in the other categories were not testable or were statistically not significant.

Summary of Findings

The first four years after high school was a period of instability and change, and this was reflected in the employment experiences of 1980 sophomores. Following is a summary of major findings.

Aggregate Labor Force Participation

- Approximately the same fraction of students were unemployed throughout the period 1982 and 1986, but the fractions of students employed and not in the labor force fluctuated dramatically.
- Males were employed at higher rates than females thoughout the period, but unemployment rates did not differ by sex. Since unemployment rates did not

differ, the difference in rates of employment is also the difference in labor force participation rates between males and females.

- Whites generally had the highest rates of employment, and blacks generally had the lowest employment rates. Blacks were generally unemployed at higher rates than members of other racial/ethnic groups. Native American unemployment rates fluctuated dramatically.

Longitudinal Labor Force Participation

- The largest proportion of respondents, almost 45 percent, were not in the labor force over these four years. The continuous and employed discontinuous student categories accounted for another 37 percent of the 1980 sophomore class. The continuous full-time, discontinuous full-time, and part-time categories—the employment only categories—together accounted for less than one-fifth of all respondents.
- Males were more likely than females to be in the full-time labor force, while females were more likely to be employed part-time or to alternate between school and work than males.
- Blacks were less likely than whites or Hispanics to be in the full-time continuous labor force, but were more likely to be employed part-time. Asians were most likely to be employed continuous students. Almost 65 percent of Native Americans were not in the labor force, followed by 55 percent of blacks and 54 percent of Hispanics.

Labor Market Outcomes

- Males had higher hourly wages on average than females with similar employment histories.
- Males worked more hours per week on average than females. There were no differences in the average number of hours worked by race/ethnicity among respondents with similar employment histories.
- Females held more jobs on average than males, but worked fewer months in each job. Females also experienced more and longer periods of unemployment than males.
- Wages did not differ by race/ethnicity among respondents with similar employment histories.
- In general, whites held more jobs than Hispanics or blacks, but the average length of each job held was similar for members of these different groups. Blacks experienced more periods of unemployment on average than either whites or Hispanics, and the average length of periods of unemployment were longer for blacks than for whites or Hispanics.

CHAPTER 3
FAMILY FORMATION IN THE 1980 SOPHOMORE CLASS

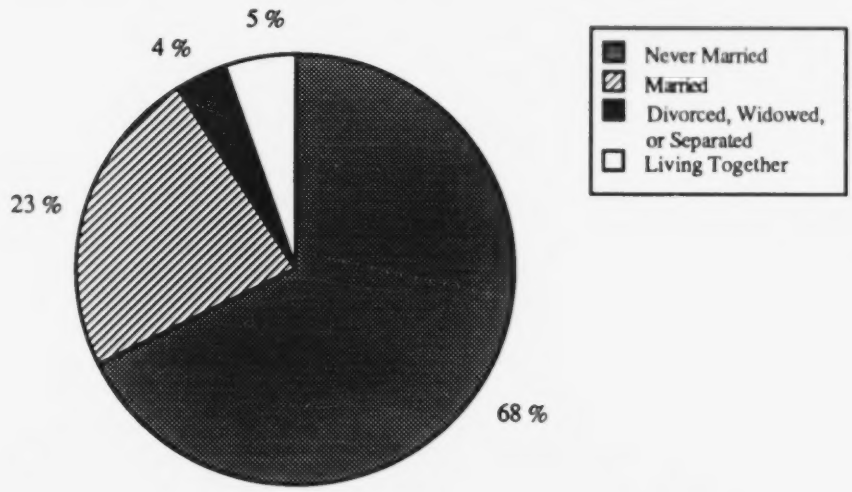
This chapter explores the family formation patterns of the 1980 high school sophomores. It concentrates on marriage and child rearing patterns. Additionally, it describes students' attitudes towards these aspects of family formation and differences between students with various academic experiences.

Marital Patterns Among the 1980 High School Sophomores

In the Spring of 1986, close to one-fourth (23 percent) of the 1980 sophomores were married; 4 percent were divorced, widowed or separated; 5 percent were living with a partner, and the remaining 68 percent were never married (Figure 3.1). Women were more likely than men to have married (Table 3.1). Of the women, 30 percent were married while only 16 percent of the men married in the same period. Similarly, women were more likely to have separated, divorced or widowed (5 percent) than men (2 percent) in the cohort.[20]

Figure 3.1

Marital Status of 1980 High School Sophomores in 1986



There were also important differences in marital patterns found among different ethnic/racial groups. Whites (25 percent), for example, were more likely than blacks (14 percent) or Asians (12 percent) to be married in 1986. The differences between whites and Hispanics (23 percent) or Native Americans (22 percent), however, were not significant.

Table 3.1 indicates that a large proportion of sophomores were married in the period between two and four years after high school. In 1984, 12 percent of all students were married; by 1986, 23 percent were married. Similar trends occurred for each subgroup.

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[20] The Adjusted Means in Appendix B indicate that after controlling for other important factors such as race, SES, and postsecondary education plans, women were still more likely than men to have ever married by 1986.

The proportion of women who were married, for example, rose from 18 percent in 1984 to 30 percent in 1986. Figure 3.2 compares the percentage of students who were married in 1984 and 1986 by sex, race/ethnicity, socio-economic status, and postsecondary education plans.

Figure 3.2
Percent of 1980 High School Sophomores Who Were Married in 1984 and 1986

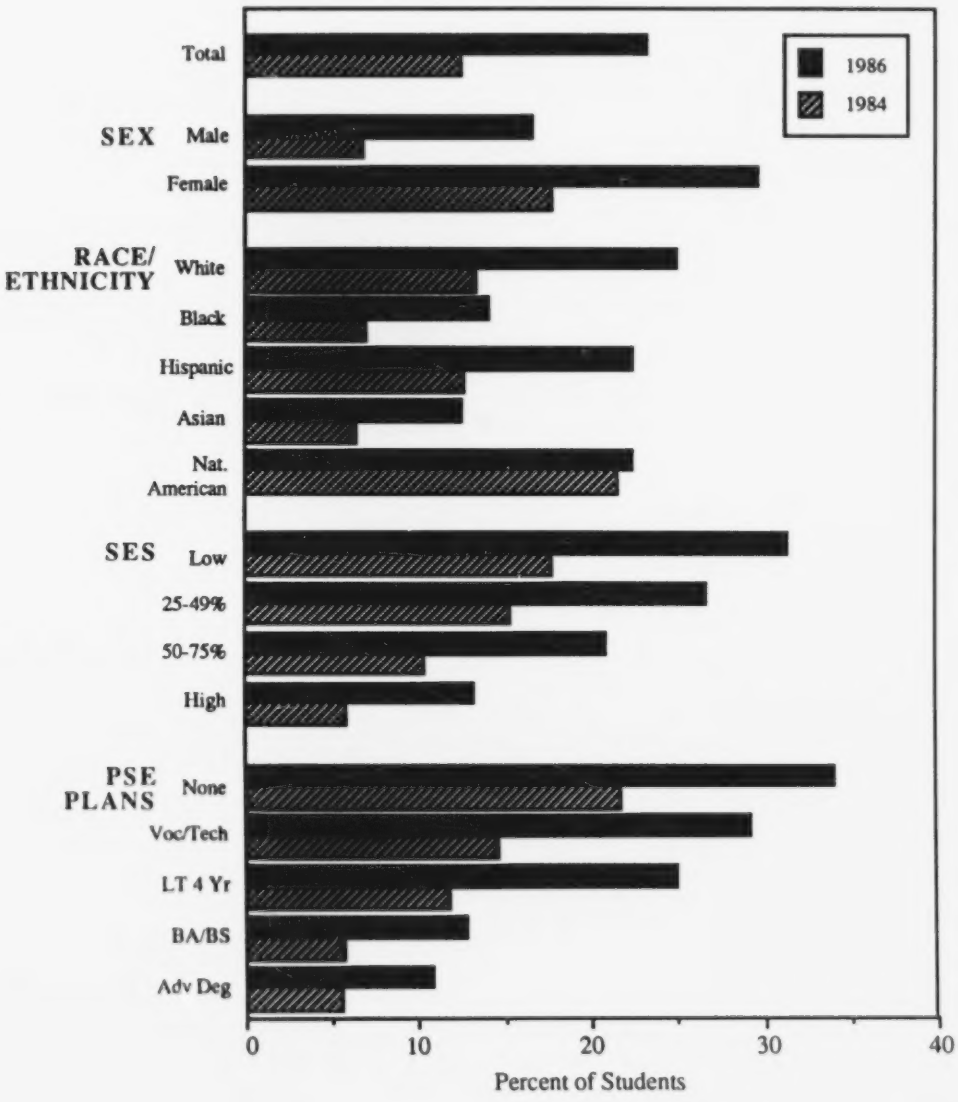


Table 3.1

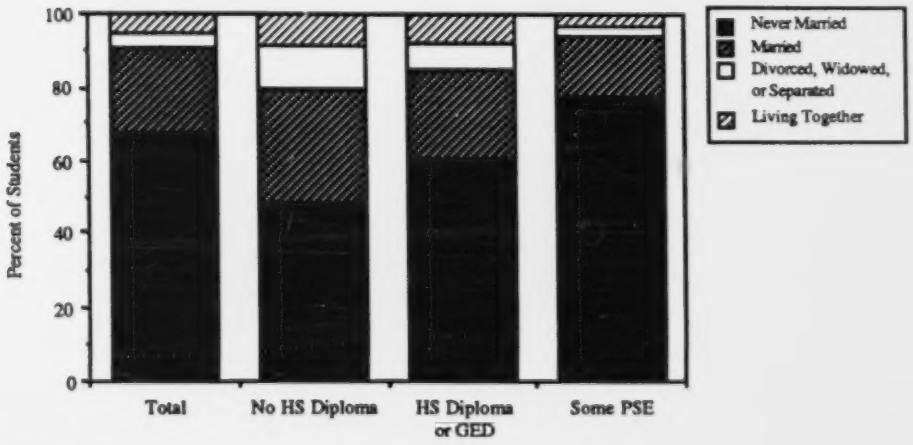
Marital Status of 1980 High School Sophomores in 1984 and 1986†

	1984				1986			
	Never Married	Married	Divorced, Widowed, or Separated	Living Together	Never Married	Married	Divorced, Widowed, or Separated	Living Together
Total	82	12	1	4	68	23	4	5
Sex								
Male	90	7	1	3	77	16	2	5
Female	75	18	2	5	59	30	5	6
Race/Ethnicity								
White	81	13	2	4	67	25	4	5
Black	89	7	1	3	77	14	4	5
Hispanic	80	13	3	5	66	23	5	6
Asian	92	6	0	2	81	12	2	5
Nat. American	64	22	4	10	60	22	9	8

Figure 3.3 illustrates the marital status of 1980 sophomores with different levels of education in 1986. It is clear that those students who went on to postsecondary education were more likely to delay marriage than those who did not pursue further education. Only 15 percent of those who enrolled in postsecondary education were married in 1986. In contrast, 32 percent of those who did not earn a high school diploma or GED and 33 percent of those who received a high school diploma or equivalent were married. Similarly, students who did not have high school diplomas were more likely than those with some postsecondary education to be unmarried, but living with their partner.

Figure 3.3

Marital Status of 1980 High School Sophomores in 1986 by Educational History



† Percentages may not add up to 100 due to rounding error.

While students with less education were more likely to have married, they were also more likely to have experienced marital difficulty and break-up.[21] That is, they were more likely to have been divorced, widowed, separated, or remarried by 1986. Table 3.2 shows that 15 percent of those without high school diplomas compared to 7 percent of those with diplomas, and 3 percent of those with some postsecondary education fell into this martial break-up category. Thirty percent of respondents who did not receive high school diplomas were married and remained married, as well as 32 percent of those who received high school diplomas, and 15 percent of those with some postsecondary education.

Table 3.2
Percent of 1980 High School Sophomores with Different Marital Histories by Educational History†

	Never Married	Remained Married	Experienced Marital Break-up
Total	72	22	5
No HS Diploma	55	30	15
HS Diploma or GED	61	32	7
Some PSE	82	15	3

As part of the base year and follow-up surveys, students were asked how important marriage would be in the future. Responses to these questions for 1980 and 1986 appear in Table 3.3. Overall, most students (86 percent) indicated that marriage was very important to them. A small proportion (11 percent) stated, in 1986, that marriage was only somewhat important. Few members of the cohort (3 percent) responded that marriage was unimportant.

The attitudes about marriage expressed by women were almost identical in 1980 and 1986. In 1980, 86 percent of all women indicated that marriage was very important, 10 percent felt that it was somewhat important, and 3 percent felt it was not important. In 1986, the percentages were 87, 10, and 3 percent respectively.[22] The attitudes of men, however, show an increasing importance placed on marriage. The percentage of men who felt that marriage was very important rose from 81 to 86 percent. Correspondingly, the percentage of men who felt that marriage was either somewhat or not important fell during the same period.

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[21] A description of the Marital History variable appears in Appendix A.

† Percentages may not add up to 100 due to rounding error.

[22] Percentages sum to more than 100 due to rounding error.

Table 3.3
1980 High School Sophomores Attitudes on the Importance of Marriage in 1980 and 1986†

	Very Important		Somewhat Important		Not Important	
	1980	1986	1980	1986	1980	1986
Total	84	86	12	11	4	3
Sex						
Male	81	86	14	11	6	3
Female	86	87	10	10	3	3
Race/Ethnicity						
White	85	87	11	11	4	3
Black	78	84	16	11	7	5
Hispanic	79	87	15	11	5	3
Asian	83	92	13	7	4	2
Nat. American	69	77	23	20	8	3

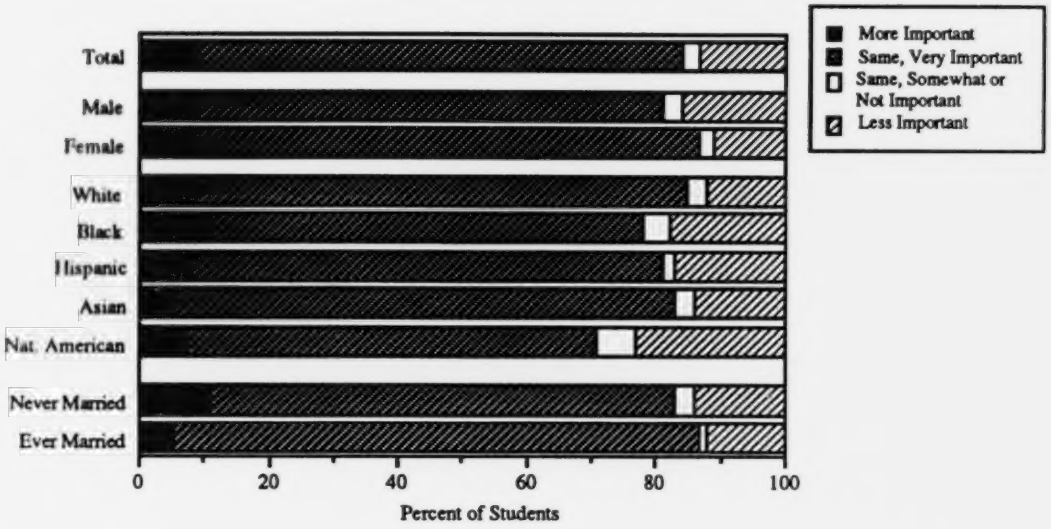
Figure 3.4 compares students' attitudes about the importance of marriage in 1980 and in 1986 by sex, race/ethnicity, and marital experience. Students were asked if marriage was very, somewhat or not important. If students gave the same answer in both surveys, they were reported in the "same importance" plus the level of importance—"very," "somewhat" or "not important." If the ranking given in 1980 was higher than the ranking in 1986, then marriage was considered "less important." Conversely, if the ranking given in 1980 was lower than the ranking in 1986, marriage was considered "more important." The advantage of having looked at attitudes in this manner was that changes in the attitudes of individual students rather than the entire cohort could be observed.

In both 1980 and 1986, most of the cohort (75 percent) indicated that marriage was very important to them. Nine percent indicated that over the six years between 1980 and 1986 marriage became more important to them. Only 3 percent of the students felt at both points in time that marriage was somewhat or not important to them. Thirteen percent reported in both periods that marriage had become less important to them.

† Percentages may not add up to 100 due to rounding error.

Figure 3.4

Change in 1980 High School Sophomores' Attitudes About the Importance of Marriage Between 1980 and 1986 by Sex, Race/Ethnicity, and Marital Experience



Generally, women placed greater importance on marriage than men. The percentage of those who expressed that marriage was more important in 1986 than in 1980 was equally divided between men and women. Women, however, were more likely than men to have consistently placed a high level of importance on marriage. Seventy-two percent of all men and 78 percent of all women felt that marriage was very important in 1980 and 1986. In addition, men (16 percent) were more likely than women (11 percent) to indicate that the importance of marriage had declined since their sophomore year.

There were also differences between the attitudes shown for students who had and had not ever married before 1986. Those who had never married were more likely to show an increase in the importance of marriage. Only 5 percent of those who had ever married felt, in 1986, that marriage was more important. In contrast, 11 percent of those who were never married indicated that marriage was more important to them. Respondents who had never married (72 percent) were less likely than those who had ever married (82 percent) to report that marriage was very important in both years.

Parenting Among the 1980 High School Sophomores

By 1986, 15 percent of all sophomores had one child and 8 percent had two or more children (Table 3.4). As in the case of marriage, women were more likely to have started families then men. Close to 30 percent of all women had one or more children, while 15 percent of all men had children. Both blacks and Hispanics were more likely to have children than whites. Nineteen percent of whites, 38 percent of blacks, and 29 percent of

Hispanics in the cohort had children in 1986. Ninety-six percent of the 1980 sophomores who were parents had children by birth. In addition, 7 percent had step-children and 1 percent had either adopted or foster children.[23]

Table 3.4
Percent of 1980 High School Sophomores with Children in 1984 and 1986†

	1984			1986		
	No Children	One Child	Two Plus Children	No Children	One Child	Two Plus Children
Total	88	9	2	78	15	8
Sex						
Male	94	5	1	85	10	5
Female	83	13	3	71	19	11
Race/Ethnicity						
White	91	8	2	81	12	6
Black	78	17	5	62	25	13
Hispanic	82	14	4	71	17	12
Asian	95	4	1	90	6	4
Nat. American	81	14	5	66	20	15

Figure 3.5 shows the number of children for 1980 sophomores with different levels of academic attainment. As in the case of marriage, there were significant differences in the patterns found for students with various educational histories. Overall, students who continued their education beyond high school were less likely to have had children than those who did not. Eleven percent of those with some postsecondary education had children compared to 49 percent of those who did not have high school diplomas and 33 percent of those who did.

Just under one-fourth (23 percent) of the 1980 sophomores who did not receive a high school diploma had one child; 25 percent had two or more children; and the remaining 52 percent had no children. Sixty-seven percent of those who had a high school diploma or GED did not have children; 22 percent had one child; and 11 percent had two or more children. Among those with some postsecondary education, 89 percent had no children; 8 percent had one child; and 3 percent had two or more children.

[23] The percentage of parents with different types of children will sum to more than 100 since about one-third of the parents had two or more children. In these instances, it is possible for parents to have children in different ways. For example, students might have had one child by birth and a step-child by marriage.
† Percentages may not add up to 100 due to rounding error.

Figure 3.5

Number of Children in 1986 for 1980 High School Sophomores in 1986 by Educational History

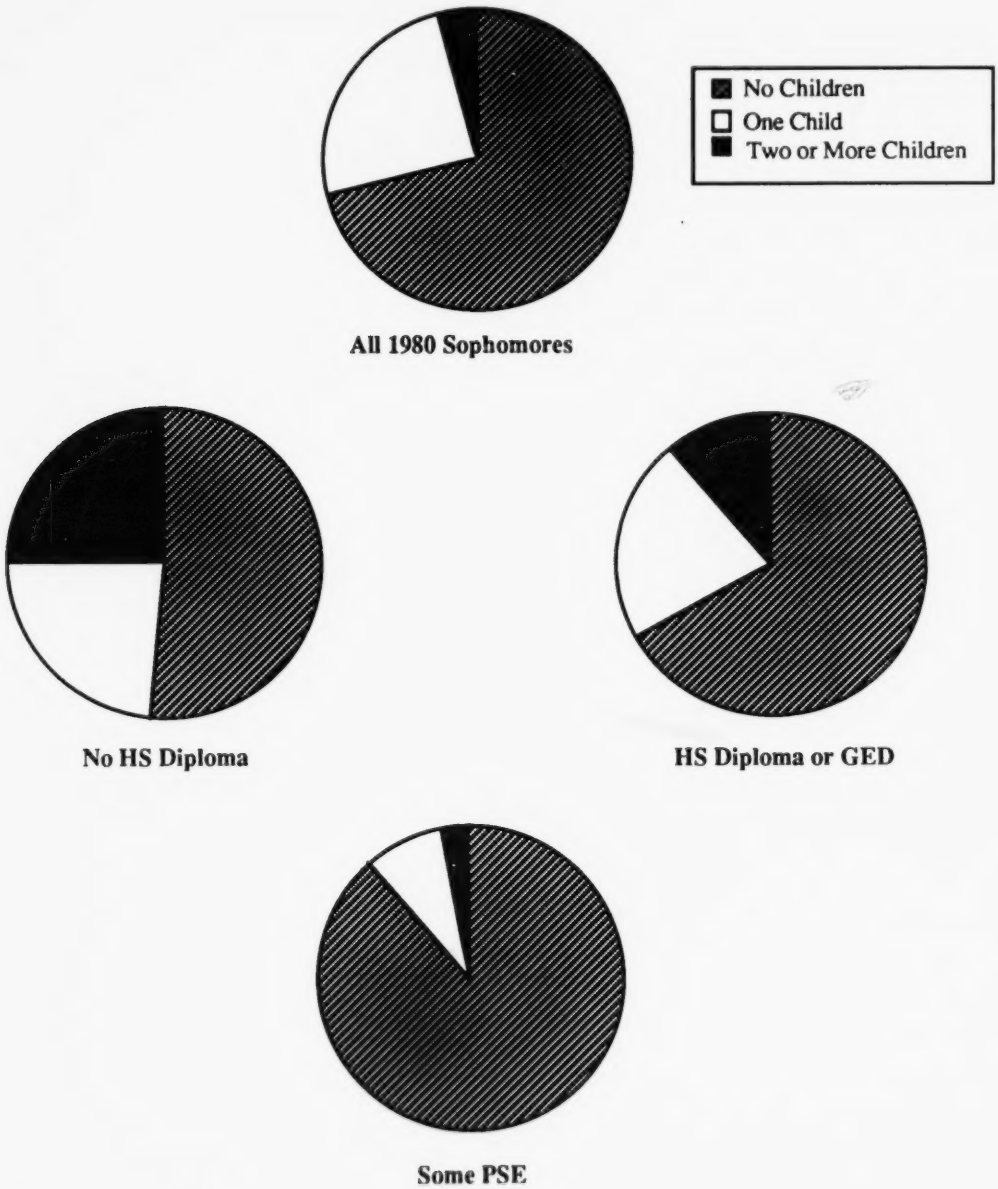


Table 3.5 compares students' attitudes about having children in 1980 and in 1986.[24] Twenty-nine percent of the 1980 sophomores maintained in both years that having children was very important. Over one-fourth (26 percent) indicated that having children was more important to them in 1986 than it was in 1980. Another 27 percent reported that having children was somewhat or not important to them in both 1980 and 1986. Finally, 19 percent felt that having children was less important in 1986 than it was in 1980.

Table 3.5
Change in the Importance of Having Children Between 1980 and 1986 for 1980 High School Sophomores by Sex and Race/Ethnicity

	More Important	Same, Very Important	Same, Somewhat or Not Important	Less Important
Total	26	29	27	19
Sex				
Male	27	21	31	21
Female	26	35	23	16
Race/Ethnicity				
White	26	31	26	18
Black	29	18	31	23
Hispanic	27	27	28	19
Asian	34	27	21	18
Nat. American	45	14	24	18

Women (35 percent) were more likely than men (21 percent) to have indicated that having children was very important in both years. Conversely, men (31 percent) were more likely than women (23 percent) to indicate that having children was somewhat or not important. Between 1980 and 1986, men (21 percent) were also more likely than women (16 percent) to consider having children less important. The percentages of men (27 percent) and women (26 percent) who, in 1986, placed a higher value on having children were not significantly different.

Summary of Findings

In this chapter exploring family formation, three major observations have been made about marriage and children among the 1980 sophomores.

- In general, women were more likely than men to have begun family formation. That is, by 1986, they were more likely to have ever married and more likely to have had children.

[24] Similar attitudinal scales were used earlier to show the importance of marriage for the sophomore cohort. The same type of scale construction was used for the importance of having children. See Appendix A for a further description of the variable construction.

- Those sophomores who went on to postsecondary education were more likely to delay family formation than those who did not continue their education beyond high school. Students with some postsecondary education were less likely to have ever married or had children.
- Family formation was identified as an important component in students' futures. Most students considered marriage and a happy family life very important. Similarly, a large proportion of the respondents considered having children very important.

CHAPTER 4
ATTITUDES AND OPINIONS OF THE 1980 SOPHOMORE CLASS

High School and Beyond asked the 1980 sophomores a number of questions drawn from a well-known index of self-esteem.[25] They were asked to respond to such questions as whether or not they took a positive attitude towards themselves, whether or not they were satisfied with themselves, and whether or not they felt they had much to be proud of. Responses to these questions were then scaled to create an index of self-esteem.[26]

Opinions about the role of women were also included. Students were asked if they felt a working mother with young children could be just as good a mother as one who didn't work; whether it was better if men worked outside the home and women took care of home and family; and if they felt most women were happiest when they were making a home and taking care of children.

This chapter examines changes in the responses of 1980 sophomores to questions concerning self-esteem and opinions about women's participation outside the home. Because these questions were repeated in the base year and first and third follow-up surveys, the association between changes in the students' educational, employment and marital histories and changes in self-esteem and sex role attitudes can be observed.

Overall Trends

Figure 4.1 shows the average index scores separately for men and women and for whites, blacks, and Hispanics.[27] Self-esteem scores for men were generally higher than those for women but declined from .06 in the sophomore year in high school to .03 in the senior year to .02 in 1986. Women's scores rose from -.06 as sophomores to -.03 as seniors to -.02 in 1986. Blacks' self-esteem scores were much higher than those for whites and Hispanics, but declined markedly from 1980 to 1982 and again from 1982 to 1986.

Low scores on the sex roles index indicate opinions favorable to the notion that women's primary role is in the home. As the second panel in Figure 4.1 illustrates, opinions that women's primary role should be in the home increased among men between the sophomore and senior years in high school, while they declined among women. At the time of the third follow-up in 1986, both groups' average scores were about what they had been in 1980. The most striking difference by racial/ethnic group was the large increase between the senior year and 1986 in Hispanics' belief that women's primary role should be in the home.

Patterns of Change in Attitudes and Opinions

In addition to examining average scores, it is interesting to analyze change in individuals' attitudes over time, and especially those changes associated with changes in the 1980 sophomores' involvement with postsecondary education, work, and marriage.

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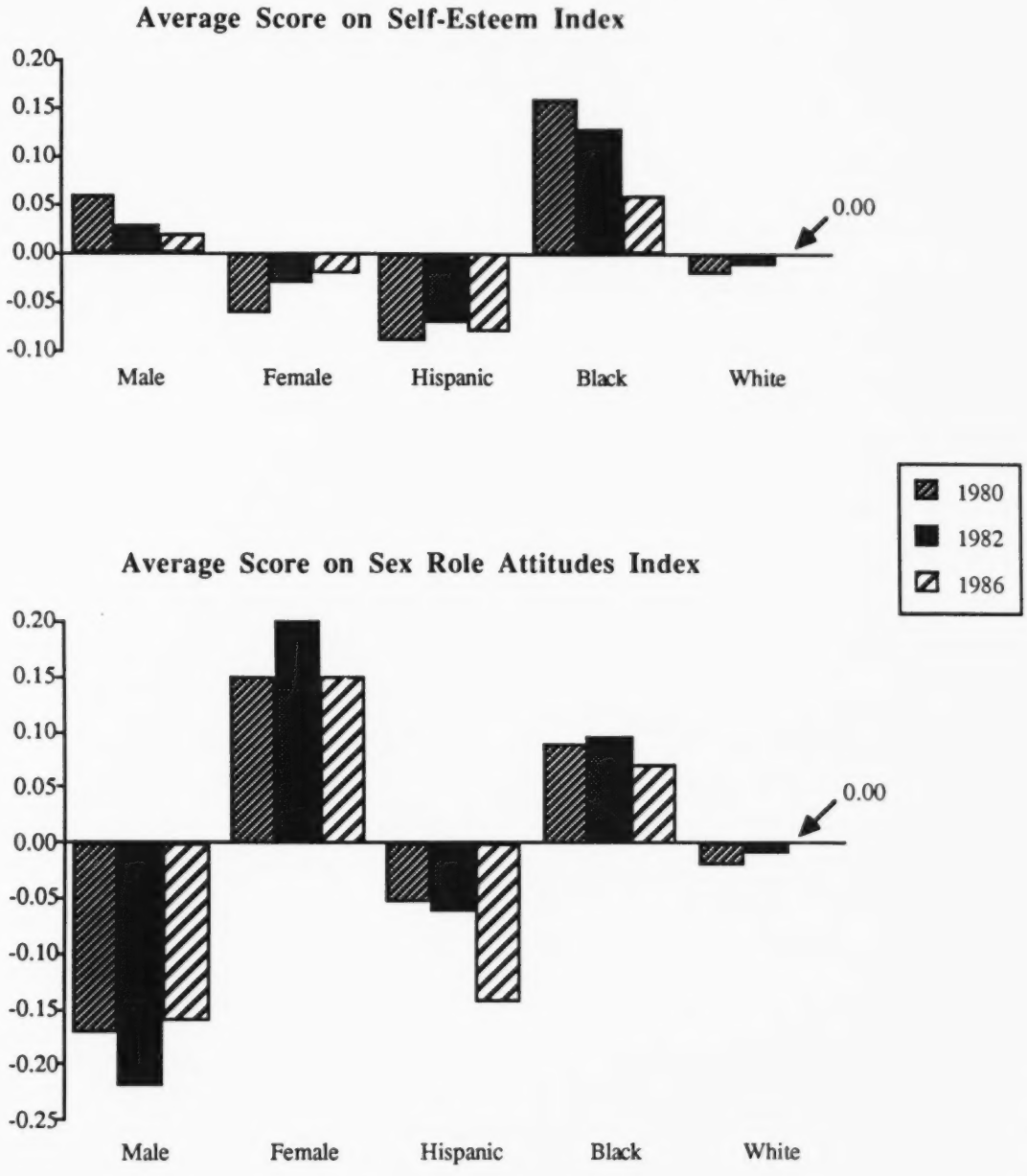
[25]M. Rosenberg, *Society and the Adolescent Self-Image*, Princeton: Princeton University Press, 1965. See also R. Crandall, "The Measurement of Self-Esteem and Related Constructs," pp. 45-167 in J. Robinson and P. Shaver (eds.), *Measures of Social Psychological Attitudes*, Ann Arbor: Institute for Social Research, 1973.

[26]A complete list of items used to construct the composite indices appears in Appendix A.

[27]Differences among race/ethnic groups was restricted to these three categories to facilitate detailed comparisons later in the chapter.

Figure 4.1
Average Self-Esteem and Sex Roles Index Scores by Sex and Race/Ethnicity



Consequently, we compared scores for each cohort member on each of the indices in each year. Six dependent measures were constructed that captured the pattern of change in index scores. These measures were defined as follows: "Stayed high" indicates that the index scores for each period were in the top one-third of index scores. "Moved higher" indicates that an index score on a measure moved higher from the bottom or middle third and never retreated from that higher level. "Stayed middle" represents those respondents whose scores never left the middle third of index scores. "Moved lower" means that an index score fell from the top or middle third to a lower position and never rose. "Stayed low" represents scores that remained in the bottom third and never rose. Last, the "inconsistent" category reflects scores that rose or fell inconsistently over the period.

Patterns of change in attitudes and opinions were investigated by sex, race/ethnicity, and several longitudinal variables including "educational history," "employment history," and "marital history." Educational history categories reflect highest educational exposure through 1986.[28] The categories were less than high school (dropouts), high school diploma or GED, and some type of postsecondary education. Employment history reflects full-time continuous employment, less than full-time employment (including discontinuous full-time, part time, continuous and discontinuous student categories), and not in the labor force. Marital history reflects whether or not respondents were ever-married or never-married between 1980 and 1986.

Self-Esteem

Detailed Findings

The association between self-esteem and education history is shown in Table 4.1.[29] The more highly educated a respondent was, the more likely he or she was to have stayed high on the self-esteem index, and the lower a respondent's educational attainment, the greater the likelihood of persistent low self-esteem. Only six percent of 1980 sophomores who failed to complete high school remained high versus 10 percent of the high school graduates and 16 percent of students with any postsecondary education. Seventeen percent of those without a high school diploma had persistently low self esteem scores compared to 13 percent of those with a high school diploma or GED, and 9 percent of those with any type of postsecondary education. There were no consistent differences among education groups with respect to the proportion moving higher, moving lower, or remaining in the middle. While it is possible that education raised students' self-esteem, it is equally possible that students with high self-esteem were motivated to attempt higher education.

Differences By Sex and Race/Ethnicity

Table 4.1 also shows relationships between sex, educational history and self-esteem. The relationships between educational history and self-esteem did not vary between males and females. For men, the proportion whose scores remained high was six percent for those who had not completed high school, 12 percent for high school graduates, and 17 percent for those with any postsecondary education. For women, the pattern was the same (6, 8, and 15 percent), but the difference between dropouts and high school graduates was not statistically significant. Less education was associated with higher proportions of

[28]Detailed information about these longitudinal history variables appears in Appendix A.

[29]The numbers within all tables in this chapter reflect percentages, which should sum to 100 across rows. Rows may not sum to 100 due to rounding errors. "Total," "Male," and "Female" categories include Asians and Native Americans.

Table 4.1

Self-Esteem by Education History, Sex, and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent
Less Than High School Diploma						
Total	6	27	6	29	17	15
Sex						
Male	6	31	9	28	12	14
Female	6	22	4	31	23	15
Race/Ethnicity						
Hispanic	8	14	4	44	17	13
Black	8	29	4	29	18	11
White	5	28	8	27	17	16
High School Diploma or GED Only						
Total	10	26	8	25	13	19
Sex						
Male	12	28	7	25	11	17
Female	8	25	9	23	15	20
Race/Ethnicity						
Hispanic	8	27	6	24	18	16
Black	14	24	5	29	12	17
White	9	26	8	24	13	19
Any Postsecondary Education						
Total	16	26	6	24	9	20
Sex						
Male	17	23	7	27	8	20
Female	15	28	6	21	10	19
Race/Ethnicity						
Hispanic	14	30	7	24	7	19
Black	27	21	3	25	7	17
White	15	26	7	23	9	20

respondents who stayed low on the self-esteem index for both men and women, although the difference for males between high school graduates and dropouts was not significant.

For all racial/ethnic groups, increasing levels of education were associated with having high scores on the self-esteem index and inversely associated with persistently low self-esteem scores.[30] There was no difference between high school graduates and dropouts.

Among respondents with high school education or some postsecondary education, blacks were more likely than either whites or Hispanics to have had high scores in each survey. For example, 27 percent of blacks with any postsecondary education had consistently high scores compared to 14 percent of Hispanics and 15 percent of whites. Among dropouts, however, there was no difference by race/ethnicity in the proportion whose self-esteem scores stayed high or whose scores stayed low. Among high school graduates, smaller proportions of whites and blacks stayed low on self-esteem compared to Hispanics (13 and 12 percent versus 18 percent).

Employment History

Table 4.2 shows the association between 1980 sophomores with different patterns of work involvement between 1980 and 1986 and self-esteem. There were no significant differences in scores moving higher or moving lower by employment history. Sophomores with less than full-time continuous employment, however, were more likely to have persistently high self-esteem scores than either full-time continuous or not in the labor force cohort members (15 percent versus 11 and 10 percent). Members of the cohort not in the labor force were more likely to have low self-esteem scores across the six year period than either less than full-time or full-time workers.

For both men and women, less than full-time workers were more likely than those not in the labor force to have had scores which stayed in the top third. And for both men and women, those not in the labor force were more likely to have scores that remained in the bottom third than those employed less than full-time.

Greater proportions of continuously-employed blacks than Hispanics stayed high on the self-esteem index (16 versus 5 percent). Proportionately more "less than full-time" blacks than either "less than full-time" whites or Hispanics stayed high (25 percent versus 15 and 13 percent), and proportionately more "not in the labor force" blacks than whites remained high on the index (15 versus 9 percent).

In summary, the association between change in self-esteem scores and employment history was mixed. Intermittent employment rather than full-time employment was more likely to be associated with high self-esteem over time. Some of this difference may be accounted for by the composition of employment category, in particular the presence of respondents with postsecondary education in the less than full-time category.

Marital History

Table 4.3 shows self-esteem scores for ever- and never-married students by gender and race/ethnicity. 1980 sophomores who never married were more likely than those who had married to have stayed in the upper third of self-esteem scores (14 percent versus 10 percent). However, a larger proportion of married men than never-married men showed

[30] All comparisons were significant at $p \leq .01$, with one exception: the difference between white dropouts and white high school graduates was not significant.

Table 4.2

Self-Esteem by Employment History, Sex, and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent
Continuous Full-Time Employment						
Total	11	28	8	23	11	18
Sex						
Male	13	28	7	24	9	18
Female	8	28	10	22	14	18
Race/Ethnicity						
Hispanic	5	20	9	30	16	21
Black	16	25	1	26	15	18
White	11	30	9	22	10	18
Less Than Full-Time Employment						
Total	15	26	6	23	9	20
Sex						
Male	16	23	7	26	7	21
Female	15	28	6	21	10	20
Race/Ethnicity						
Hispanic	13	31	7	24	6	19
Black	25	22	4	25	6	18
White	15	26	7	23	9	21
Not in the Labor Force						
Total	10	25	7	26	14	18
Sex						
Male	11	27	7	28	12	16
Female	9	24	7	25	16	19
Race/Ethnicity						
Hispanic	11	24	5	27	17	16
Black	15	23	5	29	13	16
White	9	26	7	26	14	19

Table 4.3

Self-Esteem by Marital History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent
			Ever-married			
Total	10	27	8	24	12	20
Sex						
Male	11	30	7	25	10	18
Female	9	26	8	23	13	21
Race/Ethnicity						
Hispanic	10	24	7	27	16	16
Black	24	21	4	28	12	12
White	9	28	8	23	12	21
			Never-married			
Total	14	26	6	25	11	19
Sex						
Male	14	25	7	27	9	18
Female	13	27	6	23	12	19
Race/Ethnicity						
Hispanic	11	27	6	27	12	17
Black	18	23	4	27	9	18
White	13	26	7	24	10	19

increases in self-esteem scores (30 percent versus 25 percent). Married women were less likely than never married women to have uniformly high self-esteem. There were no significant differences between married and unmarried women in movement up, down, or staying low on the self-esteem index. Controlling for marital status, women were once again significantly more likely than men to have consistently low self-esteem.

Among whites, unmarried respondents were more likely than married respondents to have persistently high self-esteem scores (13 versus 9 percent). There were no such findings for either blacks or Hispanics.

Within race/ethnicity categories, blacks were substantially more likely to have high measured self-esteem across the six year period than either married or never-married whites and Hispanics. Thus, differences in marital history did not explain the larger proportion of blacks who reported uniformly high self-esteem.

Attitudes About Sex Roles

Three times between 1980 and 1986, cohort members were asked their opinions about whether women's primary role was in the home. Answers to these items were coded as a sex role index so that lower scores represented agreement with this view and higher scores represented disagreement.

Educational History

Table 4.4 presents information about the relationship between educational history and the sex roles index. Postsecondary education was associated with higher sex roles index scores than either high school or less than high school diploma (23 percent versus 14 and 11 percent). The more education they had, the less likely they were to have consistently low index scores: only 11 percent of those with any postsecondary education had uniformly low scores versus 18 percent of those with a high school diploma and 27 percent of those with less than a high school diploma.

Men who had any postsecondary education were less likely than men with high school diplomas only to believe women's primary role was in the home, but there were no significant differences between male high school dropouts and men with more education. Among women, education had a much stronger and consistently significant association. In general, the more highly educated a female respondent was, the more likely she was to have stayed high on the index, indicating disagreement that women's role was in the home; to have not moved lower; and to have not stayed low. For example, the percentages of women who remained in the upper third of sex roles index scores were 33 (any postsecondary), 19 (high school diploma or GED), and 12 (no high school diploma).

There was a strong relationship between gender and scores on the sex role index. Among dropouts, there was no difference between men and women in the proportion who stayed high on the sex roles index (10 versus 12 percent), while there were significantly more high school educated women than high school educated men (19 versus 8 percent), and postsecondary women than postsecondary men (33 versus 12 percent) whose scores remained in the upper third across the three surveys, indicating disagreement with the notion that women's primary role was in the home. Further, this difference was greater for the postsecondary population than for the high school only population. In percentage points, the difference between high school educated men and women was about 11; for those with advanced education, the difference was almost 21.[31]

Women who had dropped out were significantly more likely than male dropouts to have had their index scores move lower (26 percent versus 18 percent), indicating increased support for the notion that women's role is in the home. With the exception of dropouts, however, men were significantly more likely than women to have consistently low scores on the sex roles index.

Higher proportions of blacks, whites and Hispanics with any postsecondary education consistently disagreed with the view that women's primary social arena is the home than did members of these same groups with only a high school education. And for all three racial/ethnic groups, those with any postsecondary education were less likely than high school graduates to have uniformly low index scores (i.e., agree that women's primary role is in the home).

There were significant differences by race/ethnicity within education categories. Blacks with any postsecondary education were more likely than either whites or Hispanics

[31]The difference of these differences was significant at $p \leq .001$,

with postsecondary education to have stayed high on the sex roles index (29 percent versus 23 and 20 percent). Second, and also for those with postsecondary education, Hispanics were more likely than whites to have moved lower (increased their agreement that women's primary role is in the home) over time.

Table 4.4

Sex Roles by Educational History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent
Less than High School						
Total	11	31	6	22	27	4
Sex						
Male	10	32	6	18	30	4
Female	12	30	5	26	23	3
Race/Ethnicity						
Hispanic	7	25	6	20	35	7
Black	9	286	7	28	24	4
White	13	32	5	21	26	4
High School Diploma or GED						
Total	14	28	4	20	18	17
Sex						
Male	8	29	3	19	24	17
Female	19	27	4	20	12	16
Race/Ethnicity						
Hispanic	13	29	2	19	21	17
Black	14	28	7	20	16	15
White	14	28	3	120	18	17
Any Postsecondary						
Total	23	30	3	15	11	17
Sex						
Male	12	33	4	16	18	18
Female	33	29	2	15	5	17
Race/Ethnicity						
Hispanic	20	30	2	19	12	16
Black	29	28	3	15	10	16
White	23	31	3	15	11	18

Note: "High" categories reflect disagreement that a woman's primary role is in the home.

Employment History

Table 4.5 shows the relationship between the employment experience of the 1980 sophomores and attitudes about sex roles. Respondents whose labor force experience was "less than continuous full-time" were significantly more likely than either those employed full-time or those not in the labor force to have disagreed that a woman's primary role is in the home (24 percent versus 13 and 15 percent).

Those 1980 sophomores with less than continuous full-time employment were significantly less likely to have scores that stayed low or that moved lower on the sex roles index than either of the other two groups. Compared to those not in the labor force, full-time continuous workers were more likely to have moved higher on the sex roles index and less likely to have stayed low (i.e., agreed that a woman's primary role is in the home).

Controlling for employment history, differences between men and women were re-examined to determine if work history mediated our earlier findings. They did not. Within each employment category, women were significantly more likely than men to have stayed high on the sex roles index (indicating disagreement), while men were consistently more likely to have stayed low (indicating agreement with the view that women's primary role is in the home).

Regardless of race/ethnicity, differences between less than full-time and not in the labor force respondents were significant. Those not in the labor force were less likely to have had index scores in the upper third, that is, to disagree with the view that a woman's primary role is in the home, compared to those employed less than continuous full-time, and more likely to be consistently low on the index.

Marital Status

Table 4.6 shows that proportionately more never married respondents compared to those ever-married, consistently rejected the view that women's primary role is in the home (21 versus 15 percent). Further, those ever-married were more likely to have index scores that moved lower or stayed low. Ever-married respondents, in other words, were less likely than the never-married to consistently reject the proposition that women's primary role is in the home. They were more likely to have changed their opinions in support of the proposition, and they were more likely to have consistently accepted it. These patterns are also evident when men and women are examined separately.

Differences between ever-married and never-married blacks and Hispanics were not statistically significant. Among the different racial/ethnic groups, the only significant differences occurred among whites, for whom the never-married were more likely than the ever-married to have index scores that remained in the upper third. Whites who were ever-married were more likely than the never-married to have scores that moved lower and to have scores that remained low.

Within marital categories, there were few consistent race/ethnic group patterns. Among the ever-married, there was no statistically significant difference in the proportion of whites, blacks or Hispanics whose index scores indicated consistent disagreement with the view that women's primary role is in the home (15, 18, and 13 percent respectively), although Hispanics were significantly more likely than either blacks or whites to have low scores (22 percent versus 16 and 11 percent). Among the never-married, both whites and blacks were significantly more likely than Hispanics to have index scores that remained in the upper third (22 and 21 percent versus 17 percent).

Table 4.5

Sex Roles by Employment History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent
Continuous Full-Time Employment						
Total	13	33	2	19	14	19
Sex						
Male	8	33	3	19	21	16
Female	22	33	1	18	3	22
Race/Ethnicity						
Hispanic	10	42	2	16	16	15
Black	19	44	0	16	10	12
White	13	31	2	20	14	20
Less Than Continuous Full-Time Employment						
Total	24	30	3	15	11	17
Sex						
Male	13	32	3	16	18	18
Female	34	29	2	14	5	16
Race/Ethnicity						
Hispanic	21	30	2	19	11	16
Black	29	27	3	16	10	16
White	24	31	3	14	11	18
Not in the Labor Force						
Total	15	28	4	20	18	15
Sex						
Male	9	29	4	18	23	16
Female	20	27	4	21	13	14
Race/Ethnicity						
Hispanic	13	25	3	20	23	15
Black	16	25	8	20	16	15
White	15	29	4	19	18	15

Table 4.6

Sex Roles by Marital History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent
			Ever-married			
Total	15	28	3	21	17	16
Sex						
Male	6	28	3	21	26	16
Female	19	28	3	21	13	16
Race/Ethnicity						
Hispanic	13	28	3	18	22	15
Black	18	34	4	20	11	13
White	15	27	3	22	16	17
			Never-married			
Total	21	30	3	16	14	16
Sex						
Male	11	32	4	16	20	17
Female	31	29	3	15	6	16
Race/Ethnicity						
Hispanic	17	30	3	20	16	15
Black	22	27	5	17	14	15
White	21	31	3	15	13	17

Summary of Findings

This chapter examined the associations between composite measures of self-esteem and sex roles attitudes and the educational, employment and marital experiences of the 1980 sophomore cohort. The major findings for each measure are presented below.

Self-Esteem

- Education was positively associated with high self-esteem index scores between 1980 and 1986. Low scores (defined as being in the bottom third of all scores) were negatively associated with education.
- Regardless of educational history, employment history, or marital history, women were consistently more likely than men to have had low self-esteem scores across the six year period.

- Blacks were generally more likely to have had higher self-esteem scores than either whites or Hispanics across a variety of comparisons.

Attitudes About Sex Roles

- Educational attainment and belief that women's primary role is in the home were inversely associated. The more education they had, the more likely respondents were to disagree consistently with this view. Conversely, less education was associated with having consistently agreed that women's primary role is in the home. This pattern was generally found for both men and women and among different racial and ethnic groups.
- Women were more likely than men to disagree with the view that a woman's primary role is in the home.
- There were few differences by race/ethnicity, with one exception. Significantly higher proportions of blacks with postsecondary education, compared to whites or Hispanics with postsecondary education, rejected the notion that women's primary role is in the home.

APPENDIX A
Methodology and Technical Notes

The High School and Beyond Study has produced a longitudinal data base with a nationally representative sample of over 58,000 1980 high school sophomores and seniors. As part of the long-term Center for Education Statistics data collection program, the National Education Longitudinal Studies, HS&B provides the most contemporary information available on these students. Both the 1980 senior and sophomore samples were surveyed in 1980, 1982, 1984, and 1986.

The survey sample was designed to include sufficient students of particular interest in policy questions by over-sampling of schools with high minority populations, alternative public schools, and private schools with high-achieving students. Follow-up surveys retained students in these groups at higher rates than other students. The sophomore cohort includes students drawn in the base year sample who subsequently dropped out or graduated early from high school. These students were maintained in the sample throughout the follow-up surveys.

The base year survey was conducted in the spring of 1980. Over 30,000 sophomores from 1,015 public and private high schools across the country actually participated in the base year survey. In 1982, the first follow-up survey obtained information on over 25,000 enrolled high school students and over 4,000 who had left high school. At the same time, secondary school transcript information was obtained on over 16,000 members of the 1980 sophomore cohort. In 1984 the second follow-up survey obtained information on over 10,000 students who had stayed in high school and over 3,000 who had left their original high school before graduation. In 1986 the third follow-up survey was conducted, including over 13,000 students from the 1980 sophomore class.

The base year and follow-up surveys obtained extensive information on each student. Students have reported on such matters as their demographic characteristics, educational experiences, employment experiences, and family formation. In addition, students answered attitudinal questions relating to their self-concept, locus of control, and orientation toward work. Data on high school characteristics and location were also included. These data sets provided all of the information on student characteristics and activities described in this report. For further details concerning the HS&B data, interested readers should consult *High School and Beyond 1980 Sophomore Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987).

The 13,481 HS&B sophomores used as the basis for this report are those who participated in the third follow-up survey in 1986. This was ensured by calculating all estimates with a weight designed for use with HS&B third follow-up data, FU3WT. Some of these students did not participate in all of the previous surveys and are missing some information. When this is the case, these students are excluded from estimates that require that information.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors happen because observations are made only on samples of students, not on entire populations. Nonsampling errors happen not only in surveys of sample groups but also in complete censuses of entire populations.

Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all schools in the sample (some students or schools refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and estimating missing data.

The accuracy of a survey result is determined by the effect of sampling and nonsampling errors. In surveys with sample sizes as large as those in the HS&B study, sampling errors

generally are not the primary concern, except where separate estimates are made for relatively small subpopulations such as Asian-Americans or American Indians. In this report, small sample sizes were not usually a problem.

The nonsampling errors are difficult to estimate. The major sources of nonsampling error considered were nonresponse bias and the reliability and validity of the data. The HS&B instrument response rates were all above 85 percent and the item response rates within instruments, for the items use to develop the estimates in this report, were above 95 percent. The weights used to calculate the estimates were constructed in a fashion that compensated for instrument nonresponse. Earlier investigations of nonresponse bias found no major problems (see *High School and Beyond First Follow-up (1982) Sample Design Report*, by R. Tourangeau, H. McWilliams, C. Jones, M. Frankel, and F. O'Brien, Chicago: National Opinion Research Center, 1983).

The reliability and validity of the HS&B data have been examined in *Quality of Responses of High School Student to Questionnaire Items* (W. Fetters, P. Stowe, and J. Owings, Washington: Center for Education Statistics, 1984). This study found that the reliability and validity of responses vary considerably depending on the item and the characteristics of the respondent. Contemporaneous, objective, and factually-oriented items are more reliable and valid than subjective, temporally remote, and ambiguous items. Older, white, or high-achieving students provide more reliable and valid responses than do younger, minority group, or low-achieving students. The estimates in this publication are reasonably reliable and valid.

Statistical Procedures

The descriptive comparisons in this report were based on **Student's t** statistics. Comparisons based on the tables include the estimates of the probability of a Type I error, or significance level. The significance levels were determined by calculating the **Student's t** values for the differences between each pair of means or proportions and comparing these to published tables of significance levels for two-tailed hypothesis testing. To obtain the confidence level for these comparisons, the significance may be subtracted from 1. For example, a $p<.01$ indicates a confidence of at least 99 percent (1 - 0.01 = 0.99).

Standard errors and unweighted Ns are included in the appendix in each descriptive table for interested readers. **Student's t** values may be computed for comparisons using these tables' estimates with the following formula:

$$t = \frac{P_1 - P_2}{\text{SQRT}\ (se_1 * se_1 + se_2 * se_2)}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. Firs, the test may make comparisons based on large **t** statistics appear to merit special attention. This can be misleading, since the magnitude of the **t** statistic is related no only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, at small difference compared across a large number of students would produce a large **t** statistic.

The second hazard is that, when making several **t** tests, is becomes increasingly likely that at least one of them will give a misleading result. When there is really no difference between the means or percentages being compared, there is still a five percent chance of getting a **t** value of

1.96 from sampling error and thus a result that is statistically significant at the .05 level. Although this five percent risk seems acceptable for a single **t** test, the risk of getting at least one **t** value of 1.96 in a series of **t** tests goes up alarmingly. For five **t** tests, the risk of getting one misleading **t** score grows to 23 percent; for ten **t** tests, it grows to 40 percent; and for 20 **t** tests, the risk of getting one **t** value of 1.96 from sampling error increases to 64 percent.

The risk of finding a significant **t** score as a result of sampling error decreases for **t** scores over 1.96. Many of the comparisons discussed in this descriptive report produce **t** scores far large than 1.96, with the result that the risk of getting that result from nonsampling error, even for many **t** tests, is quite low.

In order to reduce the probability of obtaining significant **t** scores from nonsampling error, the analysis for this report began by using a multivariate technique to identify those variables with some additional and unique effect after the effect of other variables have been taken into account. All of the tables in this descriptive report show results for student characteristics that were identified as having a significant relationship with the type of behavior studied, even within a multivariate analysis. Appendix B shows the variables used in a multivariate approach to identifying student characteristics that were related to postsecondary enrollment, employment after high school, marriage and family formation, and student attitudes.

The regression results presented in Appendix B of this report were computed using **PROC REG** of the Statistical Analysis System (*SAS User's Guide: Statistics, 1982 Edition*, Cary, NC: SAS Institute, 1982). Although all models were based on covariance matrices computed using FU3WT, and the degrees of freedom were adjusted appropriately, the resulting standard error estimates were underestimated. The underestimate was due to the stratified design of HS&B. **SAS PROC REG** assumes simple random sampling as the basis for computing standard errors. Simple random sample techniques are inappropriate for estimating standard errors when the sample design is as complex as HS&B's.

To adjust for this underestimate standard errors of the regression coefficients were adjusted for design effects. For the all of the regression models shown in Appendix B, the standard errors were calculated using balanced repeated replication (BRR) procedures (L.L. Wise, *The BRRVAR Procedure: Documentation*, Palo Alto, CA: American Institutes for Research, 1983). The design effects reported for each predictor in each regression model was the ratio of the BRR estimate and the ordinary least squares (PROC REG) estimate.

The adjusted means reported in Appendix B were calculated from the reduced regression results shown in Appendix B. The formula for calculating the adjusted mean for a category J was the following:

$$M_j = A - \Sigma (P_i * B_i) + B_j$$

where M_j is the adjusted mean for category J, A is the intercept for the reduced regression model, B_j is the regression coefficient for the dummy variable representing category J, and Σ (Pi * Bi) is the sum of the products of the regression coefficients for related categories and the proportion of the sample that was characterized by those categories. Related categories are grouped together in each table of adjusted means (e.g.—four categories of socio-economic status, five race/ethnic groups, men and women, etc.)

Variables Used in Chapter 1

Chapter 1 divides the pattern of student enrollment in postsecondary education according to five categories: delayed entry, immediate entry-not in school, immediate entry-stopout, and full-time continuous progression, and continuous progress at full-time and part-time.

Students were classified as delayed entrants if they entered postsecondary education later than October 1982. Those entering by October 1982 were classified as immediate entrants. Only

immediate entrants were subdivided into the four other patterns of enrollment. Delayed entrants were not further subdivided, so their numbers include students who stayed in school after their late entry as well as those who left school early.

Students classified as immediate entry-not in school were those who (1) entered by October 1982, (2) left school before February 1986, and (3) had not returned to school or had returned and left again. Students classified as stopouts were those who (1) entered on time, (2) left school before February 1986, (3) had returned to school, and (4) were still enrolled in 1986.

Students in full-time continuous progression were those who (1) entered by October 1982, (2) had been enrolled in full-time status during their entire time in school, (3) had been enrolled for a minimum of eight months in each of the first three years of school, and (4) were still enrolled in 1986.

Students in full-time and part-time continuous progression met all of the criteria for full-time continuous progression, except that they had enrolled part-time for some or all of their time in school.

The measure for socio-economic status is based on an index created by the National Opinion Research Center for the HS&B surveys. This index gives equal weight to five student characteristics: mother's education, father's education, family income, occupational status of the father's occupation, and possessions in the home. More information on the construction of this index can be obtained from *High School and Beyond 1980 Sophomore Cohort Third Follow-Up (1986) Data File User's Manual* (Sebring, P., et al, Chicago: National Opinion Research Center, 1987) .

Variables Used in Chapter 2

Chapter 2 divides the pattern of student employment according to six categories: continuous full-time, discontinuous full-time, continuous student, discontinuous student, part-time, and not in the labor force.

Continuous Full-Time

1. Respondent must have worked full-time (35 or more hours per week) from July 1983 through February 1986, and

2. Could have been unemployed once between July 1983 and February 1986, provided the period of unemployment did not exceed 3 months, and

3. Could have been a student during the period of full-time employment. (However, the respondent must still meet the employment requirements.)

Discontinuous Full-Time

1. Respondent alternated between full-time employment and part-time employment, unemployment, or non-participation in the labor force, and

2. Worked an average of at least 4 months full-time for each 12 months of participation in the labor force (ratio of months FT employment to total months of employment + months unemployment equals at least 1/3), and

3. Was in the labor force (employed and/or unemployed and looking for work) for at least twelve months total during the period July 1982 through February 1986, and

4. Respondent was not enrolled as a student for more than 8 months between July 1982 and February 1986.

Continuous Student

1. Respondent was enrolled continuously full- and/or part-time throughout the period July 1982 through February 1986 (continuous enrollment is defined as at least 8 months in each 12 months, July through the following June), and

2. Worked full-time discontinuously, or part-time continuously or discontinuously between July 1982 and February 1986, and

3. Was in the labor force for a minimum of twelve months total during the period between July 1982 and February 1986.

Discontinuous Student

1. Respondent was enrolled intermittently full- and/or part-time between July 1982 and February 1986, and

2. Was enrolled more than eight months during the period, and

3. Worked full-time discontinuously, or part-time continuously or discontinuously throughout the period, and

4. Was in the labor force for a minimum of twelve months total during the period between July 1982 and February 1986.

Part-Time

1. Respondent alternated between part-time employment, unemployment, and/or non-participation in the labor force between July 1982 and February 1986, and

2. Was not employed full-time for more than 3 months in any twelve month period (discrete periods, July through the following June), and

3. Was not a student for more than eight months during the period, and

4. Was in the labor force for at least twelve months total during the period.

Not In the Labor Force

1. Does not meet the criteria for inclusion in any of the other categories. This will include primarily those who were not in the labor force for at least twelve months between July 1982 and February 1986.

Variables Used in Chapter 3

In most instances the variables used in this chapter were drawn directly from questionnaire responses. These are described in detail in the 1980 Sophomore Cohort User's Manual. In a few instances, student responses were used to create new variables. Their construction is described below.

A "Marital History" variable was created to describe students' marital experiences during the period between 1980 and 1986. If students reported that they were married in February 1986 and did not report a previous marriage then they were placed in the "Remained Married" category. Those who were separated, divorced, or widowed in February 1986 or who were married in 1986 but reported a previous marriage were included in the "Experienced Marital Break-up" category. Finally, students who never married were classified as such.

To reflect changes in plans or attitudes over time, directional change variables were created from questions about the importance of different aspects of family formation. To construct these variables, responses made in 1980 were compared to responses in 1986. If students gave the same answer in both surveys, then the variable was coded as "Same Importance" plus the level of importance—"Very" and "Somewhat or Not Important." If the ranking assigned in 1980 was higher than the ranking in 1986, then that aspect of family formation was considered "Less Important." Conversely, if the ranking assigned in 1980 was lower than the ranking in 1986 then marriage was "More Important."

Variables Used in Chapter 4

The variables used in most of the tables in this chapter represent the second stage in a two stage process used to create composite longitudinal measures of attitude change. The first step for the self-esteem sex roles indices was as follows:

Each item selected for inclusion in an index was standardized to a mean of zero and a standard deviation of one using the weighted mean and standard deviation. Prior to standardization, several items were reverse-scored, to preserve the underlying dimensionality of each index. These reversals are indicated below. The non-missing standardized items were summed and divided by the number of non-missing items. This procedure generated index scores for the base year, first, and third follow-ups. A description of each index and the items used in its creation follows.

Self-Esteem

The items included in this composite measured one aspect of self-concept—self-esteem.[1] All the items included in this index are derived from Rosenberg.[2] The items are all in Likert format (agree strongly, agree somewhat, disagree somewhat, disagree strongly). "No opinion" was included as the last answer category. "No opinion" choices: were treated as a neutral category falling between agree somewhat and disagree somewhat.[3] All items were coded so that high scores represent high self-esteem. A boldfaced R indicates that answer categories for this item were reverse-coded. The HS&B identifiers for each item are:

R BB058A	FY75A	TY61A	I take positive attitude toward myself.
R BB058C	FY75C	TY61C	I feel I am a person of worth, equal to others.

[1]See R. Crandall. "The Measurement of Self-Esteem and Related Constructs." pp.45-167 in John Robinson and Phillip Shaver (eds.) *Measures of Social Psychological Attitudes*. Ann Arbor: Institute for Social Research, 1973.

[2]M. Rosenberg. *Society and the Adolescent Self-Image* Princeton: Princeton Univ Press, 1965 as cited in Crandall, *op cit.*, p.83.

[3]NORC's procedure for building indices and allocating no opinion to a middle category for the first follow-up replicated earlier work on indices for NLS72.

R BB058D	FY75D	TY61D	I am able to do things as well as most other people.
R BB58H	FY75H	TY61H	On the whole, I am satisfied with myself.
BB058J	FY75J	TY61J	At times, I think I am no good at all.
BB058L	FY75L	TY61L	I feel I do not have much to be proud of.

Sex Roles

The items in this index were also agree-disagree format, similar to the items included in the self-esteem index, except that the survey instrument did not include a "no opinion" category. The items were:

R YB063A	FY72A	TY60A	A working mother of pre-school children can be just as good a mother as the woman who doesn't work.
YB063B	FY72B	TY60B	It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family.
YB063C	FY72C	TY60D	Most women are happiest when they are making a home and caring for children.

Univariate Descriptive Statistics

The mean, standard deviation, and range for the self-esteem index and the sex roles index are presented in Table A.1.

Table A.1
Descriptive Statistics for Self-Esteem and Sex Roles Indices

Year	Mean	Standard Deviation	Min	Max	Unwtd N
Self Esteem					
1980	-.0013	.6326	-3.45	1.32	13,149
1982	-.0011	.6402	-3.43	1.19	13,149
1986	-.0007	.6622	-3.96	1.09	12,776
Sex Roles					
1980	-.0009	.7157	-2.03	1.90	12,975
1982	-.0016	.7294	-2.13	1.66	11,085
1986	-.0012	.7393	-2.41	1.68	12,773

Change in Opinions Over Time

The second stage of the process required comparisons among index scores across years and generated six patterns of responses. The six categories reflected the percent of respondents who were in the top third of scale scores in all periods ("stayed high"); the percent whose scores moved higher from the bottom or middle third anytime between 1980 and 1986 and whose scores never fell from this higher value ("moved higher"); the percent whose scores moved lower from the top or middle third of scale scores anytime between 1980 and 1986 and never rose ("moved lower"); the percent whose scores remained in the middle third during each survey period ("stayed middle"); the percent whose scores remained in the bottom third for each survey period between 1980 and 1986 ("stayed low"); and the percent whose scores rose or fell and did not remain constant ("inconsistent").

The base year, first, second, and third follow-up surveys asked 1980 sophomores to assess the importance in their lives of correcting social and economic inequalities (BB057J, FY73J, SY71J and TY68J). A summary measure was created based on whether answers to the follow-ups indicated that correcting inequalities stayed very important, became more important, less important, stayed somewhat important, remained not important, or were inconsistent.

Respondents missing index scores for any follow-up had their scores on the stability/change measures calculated using information for all follow-ups for which valid data were available.

APPENDIX B
Tables of Regression Coefficients and Adjusted Means

Table B.1
Regression Models for Entry into Postsecondary Education

Variable Name	Label	<-----Full Model-----> Mean	df	OLS Coefficient	Regression Error	BRR error	T	Sig.	Deft.	<-----Reduced Model-----> OLS Coefficient	Regression Error	T	Sig
INTERCEPT	INTERCEPT	0.70	1	0.94	0.08					0.82	0.03		
MALE	Male	0.46	1	-0.02	0.01	0.01	1.44		1.41	-0.03	0.01	2.68	<=.01
RACE1	Hispanic	0.06	1	0.01	0.02	0.03	0.38		1.26	0.01	0.02	0.36	
RACE2	Am Indian	0.01	1	-0.04	0.04	0.04	1.16		0.87	-0.05	0.04	1.36	
RACE3	Asian	0.01	1	-0.02	0.04	0.02	0.78		0.52	-0.01	0.04	0.25	
RACE4	Black	0.10	1	0.08	0.02	0.02	3.53	<=.01	1.38	0.07	0.02	3.30	<=.01
TEST1	Low	0.15	1	-0.11	0.02	0.03	4.24	<=.01	1.59	-0.16	0.02	6.13	<=.01
TEST2	25-49%	0.23	1	-0.04	0.01	0.02	1.80	<=.10	1.53	-0.07	0.01	3.42	<=.01
TEST3	50-75%	0.29	1	-0.03	0.01	0.02	2.05	<=.05	1.32	-0.04	0.01	3.06	<=.01
PROG1	General	0.22	1	0.06	0.01	0.02	3.25	<=.01	1.51	0.05	0.01	2.89	<=.01
PROG2	Academic	0.52	1	0.07	0.01	0.03	2.80	<=.01	2.13	0.08	0.01	3.08	<=.01
HAND1	In Program	0.08	1	0.01	0.02	0.03	0.24		2.11				
HAND2	Consist Hcp	0.04	1	-0.03	0.02	0.03	1.20		1.29				
HAND3	Inconsist Hcp	0.18	1	0.01	0.01	0.02	0.82		1.48				
PLAN1	None	0.17	1	-0.53	0.02	0.03	18.16	<=.01	1.70	-0.55	0.02	19.21	<=.01
PLAN2	Voc/Tech	0.19	1	-0.28	0.02	0.03	9.92	<=.01	1.79	-0.30	0.02	10.79	<=.01
PLAN3	LT 4Yrs	0.19	1	-0.07	0.01	0.02	3.57	<=.01	1.48	-0.09	0.01	4.27	<=.01
PLAN4	BA/BS	0.25	1	0.00	0.01	0.01	0.12		0.81	0.00	0.01	0.36	
SES1	Low	0.20	1	-0.12	0.02	0.03	3.67	<=.01	1.54	-0.14	0.01	6.36	<=.01
SES2	25-49%	0.24	1	-0.05	0.02	0.03	1.80	<=.10	1.54	-0.06	0.01	3.06	<=.01
SES3	50-75%	0.27	1	-0.02	0.01	0.02	0.98		1.41	-0.03	0.01	1.63	
PARED1	Lt HS	0.09	1	-0.06	0.03	0.04	1.38		1.48				
PARED2	HS Only	0.30	1	-0.03	0.02	0.03	0.99		1.20				
PARED3	Lt 2yrs Voc	0.05	1	-0.05	0.03	0.04	1.26		1.44				
PARED4	Gt 2yrs Voc	0.08	1	-0.03	0.02	0.03	0.82		1.35				
PARED5	Lt 2yrs Coll	0.09	1	-0.02	0.02	0.02	0.72		1.01				
PARED6	2-4 yrs Coll	0.09	1	-0.03	0.02	0.03	0.93		1.17				
PARED7	4-5 yrs Coll	0.14	1	-0.01	0.02	0.02	0.37		0.88				
PARED8	MA/MS	0.10	1	0.00	0.02	0.02	0.02		0.99				
INC1	Lt $8K	0.05	1	0.03	0.03	0.03	1.12		1.18				
INC2	$8-15K	0.14	1	-0.02	0.02	0.02	0.73		1.08				
INC3	$15-20K	0.14	1	0.01	0.02	0.02	0.24		1.14				
INC4	$20-25K	0.14	1	0.03	0.02	0.02	1.15		1.18				
INC5	$25-30K	0.15	1	0.00	0.02	0.02	0.01		1.22				
INC6	$30-40K	0.17	1	-0.01	0.02	0.02	0.46		1.07				
INC7	$40-50K	0.09	1	-0.02	0.02	0.02	1.01		1.14				
GRADE1	A	0.05	1	-0.08	0.08	0.15	0.57		1.91				
GRADE2	A to B	0.16	1	-0.10	0.08	0.14	0.70		1.87				
GRADE3	B	0.26	1	-0.08	0.08	0.14	0.59		1.87				
GRADE4	B to C	0.28	1	-0.13	0.07	0.14	0.90		1.90				
GRADE5	C	0.20	1	-0.19	0.07	0.14	1.33		1.91				
GRADE6	C to D	0.05	1	-0.25	0.08	0.16	1.62		2.06				
REG1	North East	0.06	1	-0.04	0.02	0.03	1.42		1.44	-0.05	0.02	1.67	<=.10
REG2	Mid Atlantic	0.17	1	-0.03	0.02	0.02	1.88	<=.10	0.91	-0.04	0.02	2.90	<=.01
REG3	E No Central	0.21	1	-0.03	0.02	0.02	1.61		1.08	-0.04	0.02	2.19	<=.05
REG4	W No Central	0.10	1	0.01	0.02	0.02	0.64		1.07	0.02	0.02	0.93	
REG5	So Atlantic	0.16	1	-0.02	0.02	0.02	1.03		1.20	-0.03	0.02	1.28	
REG6	E So Central	0.06	1	0.01	0.02	0.02	0.24		1.06	0.01	0.02	0.61	
REG7	W So Central	0.10	1	-0.04	0.02	0.04	1.00		1.98	-0.03	0.02	0.79	
REG8	Mountain	0.05	1	-0.05	0.02	0.03	1.61		1.31	-0.04	0.02	1.50	
OWN1	Rents in 1980	0.13	1	-0.03	0.01	0.01	2.39	<=.05	1.02	-0.03	0.01	2.37	<=.05
CHILD1	No kids by 1984	0.93	1	0.16	0.02	0.03	5.27	<=.01	1.90	0.17	0.02	5.41	<=.01
PSIZE1	1-3	0.11	1	-0.01	0.02	0.02	0.28		1.51				
PSIZE2	Four	0.24	1	0.02	0.01	0.02	1.33		1.12				
PSIZE3	Five	0.23	1	0.00	0.01	0.02	0.01		1.41				
PSIZE4	Six	0.16	1	0.01	0.01	0.02	0.32		1.17				
PSIZE5	Seven	0.10	1	-0.01	0.02	0.02	0.24		1.33				
LANG1	Noneng Mono	0.01	1	0.13	0.04	0.04	3.73	<=.01	0.85	0.13	0.04	3.50	<=.01
LANG2	Noneng Dom	0.02	1	0.09	0.03	0.05	1.97	<=.05	1.48	0.09	0.03	1.92	<=.10
LANG3	Eng Dom	0.10	1	0.02	0.01	0.02	1.19		1.40	0.02	0.01	0.86	
TYPE1	Public	0.89	1	-0.03	0.02	0.02	1.65	<=.10	0.76	-0.03	0.02	1.49	
TYPE2	Catholic	0.08	1	0.02	0.03	0.02	1.25		0.66	0.01	0.03	0.81	
URB1	Urban	0.18	1	-0.01	0.01	0.02	0.34		1.52				
URB2	Suburban	0.51	1	-0.02	0.01	0.02	1.07		1.75				
OCT1	PT Job	0.13	1	-0.05	0.01	0.02	2.48	<=.05	1.62	-0.04	0.01	2.19	<=.05
OCT2	PT Job	0.18	1	0.04	0.01	0.02	2.94	<=.01	1.38	0.05	0.01	3.05	<=.01
FEB1	PT Job	0.42	1	-0.04	0.01	0.01	3.93	<=.01	1.15	-0.04	0.01	4.06	<=.01
FEB2	PT Job	0.22	1	0.02	0.01	0.01	1.69	<=.10	1.08	0.02	0.01	1.82	<=.10
Adj. R Sq. =		0.43	N=	7461			Avg. DEFT:		1.36	Adj R Sq			

Table B.2
Adjusted Means for Entry into Postsecondary Education

Label	Mean	OSL b	Product	Adjusted Mean
INTERCEPT	0.70	0.82	0.82	
SEX				
Male	0.46	-0.03	-0.01	0.68
Female				0.71
RACE/ETHNICITY				
Hispanic	0.06	0.01	0.00	0.70
Am Indian	0.01	-0.05	0.00	0.64
Asian	0.01	-0.01	0.00	0.68
Black	0.10	0.07	0.01	0.76
White				0.69
HS TEST QUARTILE				
Low	0.15	-0.16	-0.02	0.59
25-49%	0.23	-0.07	-0.02	0.68
50-75%	0.29	-0.04	-0.01	0.70
High				0.75
ACADEMIC PROGRAM				
General	0.22	0.05	0.01	0.70
Academic	0.52	0.08	0.04	0.72
Vocational				0.64
PSE PLANS				
None	0.17	-0.55	-0.09	0.31
Voc/Tech	0.19	-0.30	-0.06	0.57
LT 4Yrs	0.19	-0.09	-0.02	0.77
BA/BS	0.25	0.00	0.00	0.86
Adv Deg				0.86
SES				
Low	0.20	-0.14	-0.03	0.61
25-49%	0.24	-0.06	-0.01	0.69
50-75%	0.27	-0.03	-0.01	0.72
High				0.74
HS REGION				
East	0.06	-0.05	0.00	0.67
North	0.17	-0.04	-0.01	0.68
South	0.21	-0.04	-0.01	0.68
W No Central	0.10	0.02	0.00	0.74
So Atlantic	0.16	-0.03	0.00	0.70
E So Central	0.06	0.01	0.00	0.73
W So Central	0.10	-0.03	0.00	0.69
Mountain	0.05	-0.04	0.00	0.68
Pacific				0.72
FAMILY OWNS HOME IN 1984				
Rents in 1980	0.13	-0.03	0.00	0.67
Owns in 1980				0.70
HAS CHILDREN BY 1984				
No kids	0.93	0.17	0.16	0.71
Some kids				0.54
HOME LANGUAGE				
Noneng Mono	0.01	0.13	0.00	0.82
Noneng Dom	0.02	0.09	0.00	0.78
Eng Dom	0.10	0.02	0.00	0.71
Eng Mono				0.69
HS TYPE				
Public	0.89	-0.03	-0.02	0.69
Catholic	0.08	0.01	0.00	0.73
Other Priv				0.72
JOB STATUS OCTOBER 1982				
FT Job	0.13	-0.04	-0.01	0.65
PT Job	0.18	0.05	0.01	0.74
No Job				0.69
JOB STATUS FEBRUARY 1986				
FT Job	0.42	-0.04	-0.02	0.67
PT Job	0.22	0.02	0.00	0.73
No Job				0.71
Total			0.70	

Table B.3
Regression Models for Delaying Entry into Postsecondary Education

Variable Name	Label	<------Full Model----------> Mean	df	OLS Coefficient	OLS Error	BRR se	T	Sig.	DEFT	<-----Reduced Model-----> OLS Coefficient	OLS Error	T	Sig.
INTERCEP	INTERCEPT	0.23	1	0.55	0.12					0.50	0.11	INTERCEPT	
MALE	Male	0.45	1	0.01	0.01	0.01	0.41		1.31	0.00	0.01	0.35	
RACE1	Hispanic	0.05	1	-0.03	0.03	0.03	1.03		1.19	-0.02	0.02	0.86	
RACE2	Am Indian	0.01	1	0.12	0.06	0.07	1.67	<=.10	1.17	0.12	0.06	1.67	<=.10
RACE3	Asian	0.02	1	-0.03	0.04	0.03	1.08		0.66	-0.02	0.04	0.85	
RACE4	Black	0.10	1	0.04	0.02	0.03	1.17		1.46	0.04	0.02	1.39	
TEST1	Low	0.08	1	0.00	0.02	0.04	0.00		1.59	0.00	0.02	0.01	
TEST2	25-49%	0.18	1	-0.03	0.02	0.02	1.63		1.16	-0.03	0.02	1.71	<=.10
TEST3	50-75%	0.30	1	-0.02	0.01	0.02	1.12		1.29	-0.02	0.01	1.17	
PROG1	General	0.20	1	0.02	0.02	0.02	0.83		1.34	0.02	0.02	0.77	
PROG2	Academic	0.63	1	-0.06	0.02	0.03	2.45	<=.05	1.63	-0.07	0.02	2.73	<=.01
HAND1	In Prog	0.07	1	0.01	0.02	0.03	0.35		1.44				
HAND2	Consist Hcp	0.03	1	0.04	0.03	0.04	0.84		1.50				
HAND3	Incon Hcp	0.17	1	0.00	0.01	0.02	0.05		1.38				
PLAN1	None	0.05	1	0.50	0.03	0.04	13.47	<=.01	1.33	0.51	0.03	13.78	<=.01
PLAN2	Voc/Tech	0.14	1	0.21	0.02	0.03	6.14	<=.01	1.75	0.22	0.02	6.34	<=.01
PLAN3	LT 4Yrs	0.21	1	0.10	0.02	0.02	4.25	<=.01	1.38	0.10	0.02	4.40	<=.01
PLAN4	BA/BS	0.33	1	0.01	0.01	0.02	0.69		1.33	0.01	0.01	0.72	
SES1	Low	0.13	1	0.08	0.03	0.03	2.38	<=.05	1.16	0.07	0.02	3.45	<=.01
SES2	25-49%	0.21	1	0.03	0.02	0.03	1.19		1.16	0.03	0.01	1.60	
SES3	50-75%	0.29	1	0.03	0.02	0.02	1.50		1.31	0.04	0.01	2.13	<=.05
PARED1	Lt HS	0.05	1	-0.01	0.04	0.04	0.24		1.24				
PARED2	HS Only	0.24	1	-0.01	0.03	0.03	0.39		1.06				
PARED3	Lt 2yrs Voc	0.04	1	0.00	0.03	0.04	0.11		1.07				
PARED4	Gt 2yrs Voc	0.08	1	-0.02	0.03	0.04	0.49		1.35				
PARED5	Lt 2yrs Coll	0.09	1	-0.01	0.03	0.03	0.41		1.06				
PARED6	2-4 yrs Coll	0.10	1	-0.02	0.03	0.03	0.64		1.15				
PARED7	4-5 yrs Coll	0.17	1	0.00	0.02	0.03	0.03		1.13				
PARED8	MA/MS	0.13	1	-0.02	0.02	0.02	0.89		0.96				
INC1	Lt $8K	0.04	1	0.00	0.04	0.06	0.08		1.57				
INC2	$8-15K	0.11	1	-0.02	0.03	0.03	0.59		1.30				
INC3	$15-20K	0.13	1	-0.01	0.02	0.02	0.41		0.85				
INC4	$20-25K	0.14	1	0.02	0.02	0.03	0.88		1.24				
INC5	$25-30K	0.16	1	0.02	0.02	0.02	0.99		1.13				
INC6	$30-40K	0.19	1	0.00	0.02	0.02	0.07		1.07				
INC7	$40-50K	0.10	1	0.01	0.02	0.03	0.24		1.18				
GRADE1	A	0.07	1	-0.38	0.11	0.14	2.68	<=.01	1.25	-0.38	0.11	2.70	<=.01
GRADE2	A to B	0.20	1	-0.34	0.11	0.14	2.49	<=.05	1.24	-0.34	0.11	2.49	<=.05
GRADE3	B	0.30	1	-0.29	0.11	0.14	2.10	<=.05	1.24	-0.29	0.11	2.09	<=.05
GRADE4	B to C	0.26	1	-0.25	0.11	0.14	1.87	<=.10	1.23	-0.25	0.11	1.85	<=.10
GRADE5	C	0.14	1	-0.25	0.11	0.14	1.80	<=.10	1.27	-0.25	0.11	1.76	<=.10
GRADE6	C to D	0.03	1	-0.11	0.11	0.14	0.75		1.27	-0.10	0.11	0.72	
REG1	East	0.07	1	-0.03	0.03	0.03	0.80		1.33	-0.03	0.02	0.90	
REG2	North	0.16	1	-0.03	0.02	0.03	1.19		1.36	-0.04	0.02	1.38	
REG3	South	0.21	1	-0.03	0.02	0.02	1.14		1.23	-0.03	0.02	1.30	
REG4	W No Central	0.10	1	-0.02	0.02	0.04	0.52		1.79	-0.03	0.02	0.70	
REG5	So Atlantic	0.15	1	-0.05	0.02	0.03	1.90	<=.10	1.36	-0.05	0.02	1.98	<=.05
REG6	E So Central	0.05	1	0.03	0.03	0.03	0.77		1.24	0.02	0.03	0.67	
REG7	W So Central	0.10	1	-0.03	0.02	0.03	1.07		1.36	-0.04	0.02	1.16	
REG8	Mountain	0.04	1	0.02	0.03	0.06	0.27		2.05	0.01	0.03	0.20	
OWN1	Rents in 1980	0.11	1	-0.01	0.02	0.02	0.31		1.23				
CHILD1	No kids-1984	0.96	1	-0.05	0.03	0.04	1.06		1.54				
FSIZE1	1-3	0.11	1	-0.01	0.02	0.03	0.23		1.25	-0.01	0.02	0.25	
FSIZE2	Four	0.26	1	-0.04	0.02	0.02	1.62		1.29	-0.03	0.02	1.52	
FSIZE3	Five	0.24	1	-0.01	0.02	0.02	0.57		1.18	-0.01	0.02	0.48	
FSIZE4	Six	0.16	1	0.00	0.02	0.03	0.01		1.32	0.00	0.02	0.05	
FSIZE5	Seven	0.09	1	-0.01	0.02	0.03	0.23		1.60	-0.01	0.02	0.16	
LANG1	Noneng Mono	0.01	1	0.09	0.05	0.05	1.60		1.02				
LANG2	Noneng Dom	0.02	1	-0.04	0.04	0.03	1.15		0.81				
LANG3	Eng Dom	0.11	1	0.01	0.02	0.02	0.58		1.43				
TYPE1	Public	0.86	1	-0.02	0.03	0.03	0.60		1.11				
TYPE2	Catholic	0.10	1	-0.05	0.03	0.03	1.63		0.97				
URB1	Urban	0.18	1	0.03	0.02	0.03	1.24		1.60				
URB2	Suburban	0.53	1	0.01	0.01	0.02	0.59		1.30				
OCT1	PT Job	0.11	1	0.02	0.02	0.02	1.00		1.40	0.03	0.02	1.08	
OCT2	PT Job	0.21	1	-0.04	0.01	0.02	2.52	<=.05	1.25	-0.04	0.01	2.52	<=.05
FEB1	PT Job	0.36	1	0.02	0.01	0.01	1.29		1.11				
FEB2	PT Job	0.27	1	0.00	0.01	0.01	0.10		1.14				
	AdjR-Squared	0.17	N=5735				AVG DEFT->		1.28	Adj. R Sq		0.17	

Table B.4
Adjusted Means for Delaying Entry into Postsecondary Education

Label	Mean	OLS b	Product	Adjusted Mean
INTERCEPT	0.23	0.50	0.50	
SEX				
Male	0.45	0.00	0.00	0.23
Female				0.23
RACE/ETHNICTY				
Hispanic	0.05	-0.02	0.00	0.20
Am Indian	0.01	0.12	0.00	0.34
Asian	0.02	-0.02	0.00	0.20
Black	0.10	0.04	0.00	0.27
White				0.23
ABILITY				
Low	0.08	0.00	0.00	0.24
25-49%	0.18	-0.03	-0.01	0.21
50-75%	0.30	-0.02	-0.01	0.22
High				0.24
HS PROGRAM				
General	0.20	0.02	0.00	0.29
Academic	0.63	-0.07	-0.04	0.20
Vocational				0.27
PSE PLANS				
None	0.05	0.51	0.02	0.66
Voc/Tech	0.14	0.22	0.03	0.37
LT 4Yrs	0.21	0.10	0.02	0.25
BA/BS	0.33	0.01	0.00	0.16
PhD,MD				0.15
SES				
Low	0.13	0.07	0.01	0.28
25-49%	0.21	0.03	0.01	0.23
50-75%	0.29	0.04	0.01	0.24
High				0.20
HS GRADES				
A	0.07	-0.38	-0.03	0.13
A or B	0.20	-0.34	-0.07	0.17
B	0.30	-0.29	-0.08	0.23
B or C	0.26	-0.25	-0.07	0.26
C	0.14	-0.25	-0.04	0.27
C or D	0.03	-0.10	0.00	0.41
LT D				0.51
HS REGION				
East	0.07	-0.03	0.00	0.23
North	0.16	-0.04	-0.01	0.22
South	0.21	-0.03	-0.01	0.23
W No Central	0.10	-0.03	0.00	0.23
So Atlantic	0.15	-0.05	-0.01	0.20
E So Central	0.05	0.02	0.00	0.28
W So Central	0.10	-0.04	0.00	0.22
Mountain	0.04	0.01	0.00	0.27
Pacific				0.26
FAMILY SIZE				
1-3	0.11	-0.01	0.00	0.24
Four	0.26	-0.03	-0.01	0.21
Five	0.24	-0.01	0.00	0.23
Six	0.16	0.00	0.00	0.24
Seven	0.09	-0.01	0.00	0.24
More than Seven				0.24
JOB STATUS OCTOBER 1981				
FT Job	0.11	0.03	0.00	0.26
PT Job	0.21	-0.04	-0.01	0.20
No Job				0.24

Table B.5
Regression Models for Number of Months Employed

Variable Name	Label	<——Full Model——> Mean	df	OLS Coefficient	Regression Error	BRR error	T	Sig.	Deft.	<——Reduced Model——> OLS Coefficient	Regression Error	T	Sig
INTERCEPT	INTERCEPT	26.73	1	7.52	2.57					7.05	2.56		
MALE	Male	0.47	1	1.23	0.29	0.38	3.23	<=.01	1.30	1.18	0.29	3.11	<=.01
RACE1	Hispanic	0.06	1	-0.20	0.71	0.94	0.21		1.33	-0.28	0.63	0.33	
RACE2	Am Indian	0.01	1	-0.91	1.43	1.93	0.47		1.35	-0.83	1.42	0.43	
RACE3	Asian	0.01	1	-3.32	1.32	1.33	2.49	<=.05	1.01	-3.55	1.26	2.81	<=.01
RACE4	Black	0.10	1	-2.88	0.54	0.86	3.34	<=.01	1.59	-2.89	0.53	3.42	<=.01
TEST1	Low	0.16	1	-3.84	0.58	0.60	6.44	<=.01	1.03	-4.05	0.57	6.85	<=.01
TEST2	25-49%	0.23	1	-0.89	0.47	0.60	1.50		1.26	-0.99	0.47	1.67	<=.10
TEST3	50-75%	0.29	1	0.01	0.39	0.44	0.03		1.11	-0.04	0.39	0.08	
PROG1	General	0.23	1	-0.62	0.41	0.54	1.15		1.33	-0.61	0.41	1.13	
PROG2	Academic	0.51	1	-1.22	0.40	0.55	2.23	<=.05	1.36	-1.17	0.40	2.13	<=.05
HAND1	In Program	0.08	1	-0.62	0.53	0.83	0.75		1.55				
HAND2	Consist Hcp	0.04	1	-1.37	0.71	1.16	1.18		1.63				
HAND3	Inconsist Hcp	0.18	1	-0.61	0.37	0.47	1.29		1.28				
PLAN1	None	0.18	1	3.69	0.58	0.72	5.15	<=.01	1.23	3.70	0.58	5.21	<=.01
PLAN2	Voc/Tech	0.20	1	5.17	0.54	0.73	7.08	<=.01	1.36	5.26	0.53	7.23	<=.01
PLAN3	LT 4Yrs	0.19	1	3.35	0.49	0.58	5.74	<=.01	1.19	3.41	0.49	5.87	<=.01
PLAN4	BA/BS	0.24	1	0.96	0.43	0.54	1.78	<=.10	1.25	1.02	0.43	1.90	<=.10
SES1	Low	0.21	1	0.00	0.75	0.99	0.00		1.31				
SES2	25-49%	0.24	1	0.15	0.62	0.81	0.19		1.30				
SES3	50-75%	0.27	1	0.76	0.51	0.47	1.62		0.91				
PARED1	Lt HS	0.09	1	1.38	0.92	1.28	1.08		1.39	1.40	0.82	1.24	
PARED2	HS Only	0.30	1	3.03	0.78	0.97	3.11	<=.01	1.25	3.22	0.69	3.75	<=.01
PARED3	Lt 2yrs Voc	0.05	1	3.04	0.93	1.03	2.94	<=.01	1.11	3.30	0.87	3.41	<=.01
PARED4	Gt 2yrs Voc	0.08	1	2.48	0.85	1.01	2.44	<=.05	1.20	2.78	0.79	2.94	<=.01
PARED5	Lt 2yrs Coll	0.09	1	2.26	0.82	0.93	2.43	<=.05	1.13	2.60	0.77	2.98	<=.01
PARED6	2-4 yrs Coll	0.09	1	2.38	0.80	0.89	2.69	<=.01	1.11	2.73	0.76	3.23	<=.01
PARED7	4-5 yrs Coll	0.14	1	0.85	0.71	1.01	0.83		1.43	0.99	0.70	0.99	
PARED8	MA/MS	0.10	1	-0.52	0.74	0.95	0.55		1.28	-0.50	0.74	0.53	
INC1	Lt $8K	0.06	1	-0.51	0.89	0.90	0.56		1.01	-0.57	0.81	0.69	
INC2	$8-15K	0.14	1	1.34	0.70	0.84	1.59		1.20	1.33	0.62	1.81	<=.10
INC3	$15-20K	0.14	1	2.19	0.67	0.76	2.87	<=.01	1.14	2.33	0.60	3.38	<=.01
INC4	$20-25K	0.14	1	2.06	0.64	0.64	3.20	<=.01	1.00	2.18	0.59	3.67	<=.01
INC5	$25-30K	0.15	1	2.60	0.62	0.76	3.41	<=.01	1.23	2.81	0.58	3.95	<=.01
INC6	$30-40K	0.17	1	2.01	0.58	0.67	3.03	<=.01	1.15	2.21	0.56	3.45	<=.01
INC7	$40-50K	0.09	1	2.55	0.64	0.66	3.86	<=.01	1.03	2.66	0.64	4.06	<=.01
GRADE1	A	0.05	1	3.23	2.30	1.58	2.04	<=.05	0.69	3.35	2.29	2.12	<=.05
GRADE2	A to B	0.16	1	3.79	2.23	1.79	2.12	<=.05	0.80	3.92	2.23	2.19	<=.05
GRADE3	B	0.25	1	3.34	2.21	1.58	2.12	<=.05	0.71	3.46	2.21	2.20	<=.05
GRADE4	B to C	0.28	1	4.53	2.20	1.76	2.58	<=.01	0.80	4.65	2.20	2.65	<=.01
GRADE5	C	0.20	1	4.55	2.20	1.63	2.79	<=.01	0.74	4.64	2.20	2.84	<=.01
GRADE6	C to D	0.06	1	1.31	2.24	1.64	0.80		0.73	1.39	2.24	0.85	
REG1	North East	0.06	1	0.44	0.72	0.88	0.50		1.23	0.43	0.72	0.49	
REG2	Mid Atlantic	0.16	1	-1.96	0.56	0.80	2.46	<=.05	1.41	-1.94	0.56	2.45	<=.05
REG3	E No Central	0.21	1	-1.50	0.54	0.74	2.03	<=.05	1.37	-1.47	0.54	2.00	<=.05
REG4	W No Central	0.09	1	-0.10	0.64	1.03	0.10		1.60	-0.05	0.64	0.05	
REG5	So Atlantic	0.16	1	-0.69	0.57	0.98	0.70		1.72	-0.68	0.57	0.70	
REG6	E So Central	0.06	1	-1.53	0.74	0.81	1.90	<=.10	1.09	-1.54	0.74	1.91	<=.10
REG7	W So Central	0.10	1	0.42	0.62	0.83	0.51		1.33	0.44	0.62	0.53	
REG8	Mountain	0.05	1	-0.82	0.78	0.82	1.00		1.05	-0.80	0.78	0.97	
OWN1	Rents in 1980	0.14	1	0.08	0.43	0.45	0.18		1.03				
CHILD1	No kids by 1984	0.92	1	5.33	0.54	0.88	6.03	<=.01	1.65	5.37	0.54	6.10	<=.01
FSIZE1	1-3	0.12	1	-0.22	0.54	0.71	0.31		1.33	-0.15	0.53	0.22	
FSIZE2	Four	0.24	1	0.18	0.46	0.63	0.28		1.38	0.26	0.46	0.41	
FSIZE3	Five	0.23	1	0.77	0.46	0.67	1.15		1.45	0.82	0.46	1.22	
FSIZE4	Six	0.16	1	1.40	0.50	0.63	2.24	<=.05	1.25	1.44	0.50	2.31	<=.05
FSIZE5	Seven	0.10	1	0.31	0.57	0.62	0.50		1.09	0.36	0.57	0.59	
LANG1	Noneng Mono	0.01	1	-1.45	1.44	2.07	0.70		1.44				
LANG2	Noneng Dom	0.02	1	-0.15	1.07	0.74	0.21		0.69				
LANG3	Eng Dom	0.10	1	0.36	0.49	0.64	0.57		1.30				
TYPE1	Public	0.89	1	2.48	0.82	1.19	2.08	<=.05	1.46	2.53	0.82	2.13	<=.05
TYPE2	Catholic	0.08	1	3.76	0.95	1.22	3.08	<=.01	1.29	3.84	0.95	3.15	<=.01
URB1	Urban	0.18	1	1.27	0.43	0.70	1.81	<=.10	1.64	1.26	0.43	1.81	<=.10
URB2	Suburban	0.50	1	1.21	0.34	0.56	2.15	<=.05	1.68	1.20	0.33	2.15	<=.05
OCT1	PT Job	0.13	1	0.19	0.93	1.16	0.16		1.24				
OCT2	PT Job	0.18	1	1.63	0.77	1.03	1.59		1.34				
FEB1	PT Job	0.16	1	7.93	0.88	1.09	7.29	<=.01	1.24	8.09	0.40	16.42	<=.01
FEB2	PT Job	0.21	1	5.29	0.73	0.95	5.58	<=.01	1.29	6.67	0.36	14.41	<=.01
	Adj. R Sq. =0.17			N=7717			Avg. DEFT-> 1.23			Adj. R-Sq.=0.17			

Table B.6
Adjusted Means for Number of Months Employed

Label	Means	OLS b	Product	Adjusted Means
INTERCEPT	26.73	7.05		
SEX				
Male	0.47	1.18	0.55	27.36
Female				26.18
RACE/ETHNICITY				
Hispanic	0.06	-0.28	-0.02	26.82
Am Indian	0.01	-0.83	-0.01	26.26
Asian	0.01	-3.55	-0.05	23.55
Black	0.10	-2.89	-0.30	24.20
White				27.10
HS TEST QUARTILE				
Low	0.16	-4.05	-0.64	23.56
25-49%	0.23	-0.99	-0.23	26.61
50-75%	0.29	-0.04	-0.01	27.57
High				27.61
HS PROGRAM				
General	0.23	-0.61	-0.14	26.85
Academic	0.51	-1.17	-0.59	26.29
Vocational				27.46
PSE PLANS				
None	0.18	3.70	0.66	27.85
Voc/Tech	0.20	5.26	1.03	29.40
LT 4Yrs	0.19	3.41	0.64	27.56
BA/BS	0.24	1.02	0.25	25.17
Adv. Degree				24.15
PARENTAL HIGH EDUCATION				
Lt HS	0.09	1.40	0.13	26.06
HS Only	0.30	3.22	0.97	27.88
Lt 2yrs Voc	0.05	3.30	0.17	27.96
Gt 2yrs Voc	0.08	2.78	0.23	27.44
Lt 2yrs Coll	0.09	2.60	0.23	27.25
2-4 yrs Coll	0.09	2.73	0.25	27.39
4-5 yrs Coll	0.14	0.99	0.14	25.65
MA/MS	0.10	-0.50	-0.05	24.15
PhD, MD				24.66
FAMILY INCOME (CLEAN)				
Lt $8K	0.06	-0.57	-0.03	24.32
$8-15K	0.14	1.33	0.19	26.22
$15-20K	0.14	2.33	0.33	27.22
$20-25K	0.14	2.18	0.31	27.07
$25-30K	0.15	2.81	0.42	27.70
$30-40K	0.17	2.21	0.38	27.10
$40-50K	0.09	2.66	0.24	27.55
GT $50K				24.89

Table B.6
Adjusted Means for Number of Months Employed
(continued)

Label	Means	OLS b	Product	Adusted Mean
HS GRADE AVERAGE				
A	0.05	3.35	0.17	26.13
A to B	0.16	3.92	0.61	26.70
B	0.25	3.46	0.86	26.24
B to C	0.28	4.65	1.28	27.43
C	0.20	4.64	0.94	27.42
C to D	0.06	1.39	0.09	24.17
LT D				22.78
HS REGION				
North East	0.06	0.43	0.03	27.95
Mid Atlantic	0.16	-1.94	-0.32	25.57
East North Central	0.21	-1.47	-0.31	26.05
West North Central	0.09	-0.05	0.00	27.47
South Atlantic	0.16	-0.68	-0.11	26.83
East South Central	0.06	-1.54	-0.09	25.98
West South Central	0.10	0.44	0.05	27.96
Mountain	0.05	-0.80	-0.04	26.72
Pacific				27.52
HAS CHILDREN BY 1984				
No kids by 1984	0.92	5.37	4.95	27.15
Some Kids by 1984				21.78
FAMILY SIZE (1980)				
1-3	0.12	-0.15	-0.02	26.08
Four	0.24	0.26	0.06	26.50
Five	0.23	0.82	0.19	27.06
Six	0.16	1.44	0.23	27.68
Seven	0.10	0.36	0.04	26.60
GT 7				26.24
HIGH SCHOOL TYPE				
Public	0.89	2.53	2.26	26.71
Catholic	0.08	3.84	0.29	28.01
Other Private				24.18
HS URBANICITY				
Urban	0.18	1.26	0.23	27.16
Suburban	0.50	1.20	0.61	27.10
Rural				25.89
JOB STATUS FEB 1982				
FT Job	0.16	8.09	1.27	32.18
PT Job	0.21	6.67	1.37	30.76
Not Employed				24.09

Table B.7
Regression Models for Ever Married by 1986

Variable Name	Label	<-----Full Model-------> Mean	df	OLS Coefficient	OLS Error	BRR Error	T	Sig.	DEFT	<-----Reduced Model-----> OLS Coefficient	OLS Error	T	Sig.
INTERCEPT	INTERCEPT	0.25	1	0.37	0.08					0.36	0.08		
MALE	Male	0.46	1	-0.14	0.01	0.01	11.68	<=.01	1.28	-0.14	0.01	11.67	<=.01
RACE1	Hispanic	0.06	1	-0.07	0.02	0.03	2.29	<=.05	1.29	-0.07	0.02	2.30	<=.05
RACE2	Am Indian	0.01	1	-0.06	0.05	0.05	1.28		0.99	-0.06	0.05	1.30	
RACE3	Asian	0.01	1	-0.07	0.04	0.03	2.25	<=.05	0.71	-0.07	0.04	2.24	<=.05
RACE4	Black	0.10	1	-0.20	0.02	0.02	9.33	<=.01	1.21	-0.19	0.02	9.32	<=.01
TEST1	Low	0.16	1	0.04	0.02	0.03	1.50		1.57	0.04	0.02	1.52	
TEST2	25-49%	0.23	1	0.07	0.02	0.02	3.40	<=.01	1.33	0.07	0.02	3.47	<=.01
TEST3	50-75%	0.29	1	0.05	0.01	0.01	3.96	<=.01	1.04	0.05	0.01	3.94	<=.01
PROG1	General	0.23	1	-0.01	0.01	0.02	0.49		1.62	-0.01	0.01	0.51	
PROG2	Academic	0.51	1	-0.04	0.01	0.02	1.91	<=.10	1.48	-0.04	0.01	2.16	<=.05
HAND1	In Program	0.08	1	0.00	0.02	0.02	0.07		1.35				
HAND2	Consist Hand	0.04	1	0.01	0.02	0.03	0.19		1.50				
HAND3	Inconsist Hand	0.18	1	-0.01	0.01	0.01	0.76		1.19				
PLAN1	None	0.18	1	0.11	0.02	0.03	4.25	<=.01	1.46	0.12	0.02	4.34	<=.01
PLAN2	Voc/Tech	0.19	1	0.11	0.02	0.02	4.44	<=.01	1.40	0.11	0.02	4.50	<=.01
PLAN3	LT 4Yrs	0.19	1	0.08	0.02	0.02	3.30	<=.01	1.53	0.08	0.02	3.33	<=.01
PLAN4	BA/BS	0.24	1	0.00	0.01	0.02	0.05		1.16	0.00	0.01	0.06	
SES1	Low	0.21	1	0.07	0.02	0.03	2.05	<=.05	1.41	0.07	0.02	2.13	<=.05
SES2	25-49%	0.24	1	0.03	0.02	0.03	1.15		1.51	0.04	0.02	1.23	
SES3	50-75%	0.27	1	0.00	0.02	0.02	0.20		1.35	0.00	0.02	0.14	
PARED1	Lt HS	0.09	1	0.10	0.03	0.04	2.61	<=.01	1.36	0.11	0.03	2.75	<=.01
PARED2	HS Only	0.30	1	0.05	0.02	0.04	1.43		1.45	0.05	0.02	1.51	
PARED3	Lt 2yrs Voc	0.05	1	0.07	0.03	0.04	1.63		1.41	0.07	0.03	1.67	<=.10
PARED4	Gt 2yrs Voc	0.08	1	0.06	0.03	0.04	1.49		1.52	0.06	0.03	1.53	
PARED5	Lt 2yrs Coll	0.09	1	0.07	0.03	0.04	1.93	<=.10	1.41	0.07	0.03	1.97	<=.05
PARED6	2-4 yrs Coll	0.09	1	0.06	0.03	0.04	1.60		1.46	0.06	0.03	1.66	<=.10
PARED7	4-5 yrs Coll	0.14	1	0.00	0.02	0.02	0.16		1.06	0.01	0.02	0.21	
PARED8	MA/MS	0.10	1	0.02	0.02	0.03	0.95		1.07	0.03	0.02	1.06	
INC1	Lt $8K	0.06	1	-0.02	0.03	0.04	0.60		1.37	-0.03	0.03	0.65	
INC2	$8-15K	0.14	1	-0.02	0.02	0.03	0.66		1.17	-0.02	0.02	0.67	
INC3	$15-20K	0.14	1	0.01	0.02	0.03	0.53		1.22	0.01	0.02	0.51	
INC4	$20-25K	0.14	1	0.01	0.02	0.03	0.16		1.66	0.00	0.02	0.14	
INC5	$25-30K	0.15	1	0.03	0.02	0.02	1.34		1.01	0.03	0.02	1.30	
INC6	$30-40K	0.17	1	-0.01	0.02	0.02	0.33		1.19	-0.01	0.02	0.37	
INC7	$40-50K	0.09	1	0.05	0.02	0.03	1.81	<=.10	1.32	0.05	0.02	1.78	<=.10
GRADE1	A	0.05	1	0.21	0.07	0.11	1.84	<=.10	1.53	0.21	0.07	1.89	<=.10
GRADE2	A to B	0.16	1	0.21	0.07	0.10	1.97	<=.05	1.47	0.21	0.07	2.04	<=.05
GRADE3	B	0.25	1	0.21	0.07	0.10	2.03	<=.05	1.45	0.21	0.07	2.09	<=.05
GRADE4	B to C	0.28	1	0.19	0.07	0.10	1.84	<=.10	1.49	0.20	0.07	1.88	<=.10
GRADE5	C	0.20	1	0.16	0.07	0.10	1.52		1.47	0.16	0.07	1.56	
GRADE6	C to D	0.06	1	0.14	0.07	0.11	1.27		1.57	0.15	0.07	1.31	
REG1	East	0.06	1	-0.09	0.02	0.02	4.42	<=.01	0.88	-0.09	0.02	4.68	<=.01
REG2	North	0.16	1	-0.06	0.02	0.02	3.44	<=.01	0.95	-0.06	0.02	3.63	<=.01
REG3	South	0.21	1	0.01	0.02	0.02	0.41		1.05	0.00	0.02	0.25	
REG4	W No Central	0.09	1	-0.01	0.02	0.03	0.25		1.51	-0.01	0.02	0.31	
REG5	So Atlantic	0.16	1	0.04	0.02	0.02	1.72	<=.10	1.32	0.04	0.02	1.66	<=.10
REG6	E So Central	0.06	1	0.05	0.02	0.03	1.84	<=.10	1.22	0.05	0.02	1.84	<=.10
REG7	W So Central	0.10	1	0.09	0.02	0.03	3.15	<=.01	1.52	0.09	0.02	3.13	<=.01
REG8	Mountain	0.05	1	0.09	0.02	0.05	1.76	<=.10	2.04	0.09	0.02	1.83	<=.10
OWN1	Rents in 1980	0.14	1	-0.01	0.01	0.02	0.38		1.52				
CHILD1	Some kids by 198	0.92	1	-0.39	0.02	0.02	16.90	<=.01	1.34	-0.39	0.02	16.97	<=.01
PSIZE1	1-3	0.12	1	-0.01	0.02	0.03	0.39		1.52				
PSIZE2	Four	0.24	1	-0.03	0.01	0.02	1.32		1.30				
PSIZE3	Five	0.23	1	-0.02	0.01	0.02	1.16		1.42				
PSIZE4	Six	0.16	1	-0.03	0.02	0.02	1.45		1.51				
PSIZE5	Seven	0.10	1	-0.03	0.02	0.03	1.16		1.43				
LANG1	Noneng Mono	0.01	1	-0.05	0.05	0.05	0.96		1.11	-0.05	0.05	1.01	
LANG2	Noneng Dom	0.02	1	-0.02	0.03	0.04	0.47		1.11	-0.02	0.03	0.54	
LANG3	Eng Dom	0.10	1	0.05	0.02	0.03	1.92	<=.10	1.65	0.05	0.02	1.90	<=.10
TYPE1	Public	0.89	1	0.01	0.03	0.02	0.52		0.92				
TYPE2	Catholic	0.08	1	-0.04	0.03	0.03	1.42		0.83				
URB1	Urban	0.18	1	-0.04	0.01	0.02	2.25	<=.05	1.39	-0.04	0.01	2.35	<=.05
URB2	Suburban	0.50	1	-0.04	0.01	0.02	2.44	<=.05	1.50	-0.04	0.01	2.60	<=.01
OCT1	FT Job	0.13	1	0.05	0.01	0.02	3.21	<=.01	1.19	0.05	0.01	3.26	<=.01
OCT2	PT Job	0.18	1	0.01	0.01	0.02	0.79		1.34	0.01	0.01	0.70	
FEB1	FT Job	0.42	1	0.04	0.01	0.01	2.91	<=.01	1.35	0.04	0.01	2.92	<=.01
FEB2	PT Job	0.21	1	-0.04	0.01	0.01	3.18	<=.01	0.97	-0.04	0.01	3.16	<=.01
	Adj R Sq = 0.21	N = 7679				Avg. DEFT -->			1.33				

Table B.8
Adjusted Means for Ever Married by 1986

Label	Means	OLS b	Product	Adjusted Means
INTERCEPT	25.14%	0.36	0.36	
SEX				
Male	46.49%	-0.14	-0.06	17.67%
Female			0.00	31.62%
RACE/ETHNICITY				
Hispanic	5.81%	-0.07	0.00	20.97%
Am Indian	0.96%	-0.06	0.00	21.76%
Asian	1.28%	-0.07	0.00	20.91%
Black	10.15%	-0.19	-0.02	8.30%
White			0.00	27.63%
HS TEST QUARTILE				
Low	15.67%	0.04	0.01	25.76%
25-49%	22.95%	0.07	0.02	28.29%
50-75%	29.09%	0.05	0.01	26.49%
High			0.00	21.38%
HS PROGRAM				
General	22.86%	-0.01	0.00	26.38%
Academic	50.65%	-0.04	-0.02	23.37%
Vocational				27.44%
PSE PLANS				
None	17.93%	0.12	0.02	31.11%
Voc/Tech	19.41%	0.11	0.02	30.20%
LT 4Yrs	18.85%	0.08	0.02	27.41%
BA/BS	24.41%	0.00	0.00	19.51%
Adv Deg				19.41%
SES				
Low	20.85%	0.07	0.02	30.03%
25-49%	24.34%	0.04	0.01	26.50%
50-75%	26.59%	0.00	0.00	22.51%
High				22.82%
PARENTAL HIGH EDUCATION				
Lt HS	8.96%	0.11	0.01	31.07%
HS Only	30.11%	0.05	0.02	25.52%
Lt 2yrs Voc	5.22%	0.07	0.00	27.09%
Gt 2yrs Voc	8.34%	0.06	0.01	26.33%
Lt 2yrs Coll	8.80%	0.07	0.01	27.38%
2-4 yrs Coll	9.27%	0.06	0.01	26.23%
4-5 yrs Coll	13.70%	0.01	0.00	20.60%
MA/MS	9.88%	0.03	0.00	22.73%
MD/PhD				20.09%

Table B.8
Adjusted Means for Ever Married by 1986
(continued)

Label	Means	OLS b	Product	Adjusted Means
FAMILY INCOME (CLEAN)				
Lt $8K	5.51%	-0.03	0.00	22.10%
$8-15K	14.50%	-0.02	0.00	22.86%
$15-20K	13.98%	0.01	0.00	25.91%
$20-25K	14.24%	0.00	0.00	25.09%
$25-30K	14.97%	0.03	0.00	27.19%
$30-40K	17.21%	-0.01	0.00	23.78%
$40-50K	8.99%	0.05	0.00	29.37%
Gt $50K				24.60%
HS GRADE AVERAGE				
A	5.12%	0.21	0.01	27.09%
A to B	15.61%	0.21	0.03	27.08%
B	24.85%	0.21	0.05	27.20%
B to C	27.69%	0.20	0.05	25.46%
C	20.11%	0.16	0.03	21.94%
C to D	6.21%	0.15	0.01	20.53%
Lt D				5.90%
HS REGION				
East	6.23%	-0.09	-0.01	15.08%
North	16.38%	-0.06	-0.01	18.26%
South	20.95%	0.00	0.00	24.85%
W No Central	9.47%	-0.01	0.00	23.44%
So Atlantic	15.79%	0.04	0.01	28.37%
E So Central	5.56%	0.05	0.00	29.74%
W So Central	10.33%	0.09	0.01	33.77%
Mountain	4.59%	0.09	0.00	33.72%
Pacific				24.40%
HAS CHILDREN BY 1984				
Some kids by 15	92.06%	-0.39	-0.36	22.05%
No kids by 1984				
HOME LANGUAGE				
Noneng Mono	1.09%	-0.05	0.00	19.63%
Noneng Dom	2.13%	-0.02	0.00	22.72%
Eng Dom	9.68%	0.05	0.00	29.70%
Eng Mono				24.76%
HS URBANICITY				
Urban	18.01%	-0.04	-0.01	23.57%
Suburban	50.30%	-0.04	-0.02	23.88%
Rural				28.01%
JOB STATUS OCTOBER 1982				
FT Job	13.37%	0.05	0.01	29.44%
PT Job	17.94%	0.01	0.00	25.36%
Not Employed				24.24%
JOB STATUS FEDBRUARY 1986				
FT Job	42.48%	0.04	0.02	28.28%
PT Job	21.06%	-0.04	-0.01	20.41%
Not Employed				24.20%

Table B.9
Regression Models for Self-Esteem Index in 1986

Variable Name	Label	<——Full Model——> Mean	df	OLS Coefficient	Regression Error	BRR error	T	Sig.	Deft.	<——Reduced Model——> OLS Coefficient	Regression Error	T	Sig
INTERCEPT	INTERCEPT	0.04	1	0.26	0.16								
MALE	Male	0.47	1	0.03	0.02	0.02	1.58		1.24	0.03	0.02	1.69	<=.10
RACE1	Hispanic	0.05	1	0.00	0.04	0.06	0.07		1.40	0.00	0.03	0.05	
RACE2	Am Indian	0.01	1	0.05	0.08	0.07	0.73		0.90	0.07	0.08	0.90	
RACE3	Asian	0.01	1	-0.23	0.07	0.06	3.77	<=.01	0.82	-0.21	0.07	3.68	<=.01
RACE4	Black	0.09	1	0.15	0.03	0.03	4.36	<=.01	1.12	0.15	0.03	4.53	<=.01
TEST1	Low	0.15	1	-0.19	0.03	0.05	4.10	<=.01	1.47	-0.19	0.03	4.25	<=.01
TEST2	25-49%	0.22	1	-0.06	0.03	0.03	2.00	<=.05	1.16	-0.06	0.02	2.15	<=.05
TEST3	50-75%	0.29	1	-0.09	0.02	0.02	3.97	<=.01	1.03	-0.09	0.02	4.20	<=.01
PROG1	General	0.23	1	-0.01	0.02	0.03	0.21		1.25	0.00	0.02	0.06	
PROG2	Academic	0.52	1	0.07	0.02	0.03	2.51	<=.05	1.30	0.08	0.02	2.86	<=.01
HAND1	In Program	0.07	1	-0.06	0.03	0.03	1.77	<=.10	1.12	-0.06	0.03	1.73	<=.10
HAND2	Consist Hcp	0.04	1	-0.13	0.04	0.06	2.10	<=.05	1.54	-0.12	0.04	2.05	<=.05
HAND3	Inconsist Hcp	0.18	1	-0.07	0.02	0.02	3.10	<=.01	1.14	-0.07	0.02	3.15	<=.01
PLAN1	None	0.17	1	-0.17	0.03	0.04	4.28	<=.01	1.24	-0.17	0.03	4.43	<=.01
PLAN2	Voc/Tech	0.19	1	-0.07	0.03	0.04	1.66	<=.10	1.41	-0.07	0.03	1.80	<=.10
PLAN3	LT 4Yrs	0.19	1	-0.11	0.03	0.03	3.33	<=.01	1.23	-0.11	0.03	3.47	<=.01
PLAN4	BA/BS	0.25	1	-0.05	0.02	0.03	1.95	<=.10	1.12	-0.05	0.02	2.12	<=.05
SES1	Low	0.19	1	0.00	0.04	0.05	0.08		1.28				
SES2	25-49%	0.24	1	0.00	0.03	0.05	0.04		1.36				
SES3	50-75%	0.27	1	0.00	0.03	0.04	0.11		1.37				
PARED1	Lt HS	0.08	1	-0.05	0.05	0.09	0.60		1.70				
PARED2	HS Only	0.30	1	-0.02	0.04	0.08	0.27		1.85				
PARED3	Lt 2yrs Voc	0.05	1	0.03	0.05	0.08	0.41		1.47				
PARED4	Gt 2yrs Voc	0.08	1	-0.02	0.05	0.07	0.27		1.62				
PARED5	Lt 2yrs Coll	0.09	1	-0.02	0.04	0.08	0.22		1.76				
PARED6	2-4 yrs Coll	0.10	1	0.05	0.04	0.07	0.74		1.67				
PARED7	4-5 yrs Coll	0.14	1	-0.03	0.04	0.07	0.47		1.77				
PARED8	MA/MS	0.10	1	0.01	0.04	0.08	0.13		1.89				
INC1	Lt $8K	0.05	1	-0.07	0.05	0.06	1.11		1.20	-0.07	0.04	1.30	
INC2	$8-15K	0.14	1	-0.06	0.04	0.04	1.55		1.02	-0.07	0.03	2.02	<=.05
INC3	$15-20K	0.14	1	-0.16	0.04	0.03	5.08	<=.01	0.88	-0.17	0.03	6.19	<=.01
INC4	$20-25K	0.15	1	-0.07	0.03	0.04	1.63		1.21	-0.07	0.03	1.92	<=.10
INC5	$25-30K	0.15	1	-0.09	0.03	0.04	2.54	<=.05	1.07	-0.10	0.03	2.94	<=.01
INC6	$30-40K	0.17	1	-0.05	0.03	0.04	1.30		1.18	-0.05	0.03	1.52	
INC7	$40-50K	0.09	1	0.00	0.03	0.05	0.01		1.42	-0.01	0.03	0.11	
GRADE1	A	0.05	1	0.11	0.15	0.16	0.68		1.06				
GRADE2	A to B	0.16	1	0.12	0.14	0.16	0.71		1.13				
GRADE3	B	0.26	1	0.05	0.14	0.16	0.30		1.10				
GRADE4	B to C	0.27	1	0.11	0.14	0.15	0.69		1.07				
GRADE5	C	0.19	1	0.09	0.14	0.15	0.60		1.05				
GRADE6	C to D	0.06	1	0.08	0.14	0.15	0.55		1.01				
REG1	North East	0.06	1	-0.12	0.04	0.07	1.72	<=.10	1.80	-0.12	0.04	1.74	<=.10
REG2	Mid Atlantic	0.16	1	-0.08	0.03	0.04	1.82	<=.10	1.43	-0.08	0.03	1.89	<=.10
REG3	E No Central	0.21	1	-0.03	0.03	0.05	0.66		1.53	-0.03	0.03	0.73	
REG4	W No Central	0.10	1	-0.09	0.03	0.05	1.75	<=.10	1.47	-0.09	0.03	1.81	<=.10
REG5	So Atlantic	0.16	1	0.00	0.03	0.05	0.07		1.58	0.00	0.03	0.08	
REG6	E So Central	0.05	1	-0.06	0.04	0.07	0.88		1.59	-0.06	0.04	0.93	
REG7	W So Central	0.10	1	-0.04	0.03	0.05	0.71		1.46	-0.04	0.03	0.74	
REG8	Mountain	0.05	1	0.01	0.04	0.06	0.22		1.36	0.02	0.04	0.38	
OWN1	Rents in 1980	0.13	1	0.02	0.02	0.03	0.89		1.03				
CHILD1	No kids by 1984	0.92	1	-0.05	0.03	0.04	1.45		1.20				
FSIZE1	1-3	0.12	1	0.00	0.03	0.04	0.13		1.19				
FSIZE2	Four	0.24	1	-0.02	0.03	0.04	0.42		1.43				
FSIZE3	Five	0.23	1	-0.03	0.03	0.03	1.06		1.22				
FSIZE4	Six	0.16	1	0.00	0.03	0.03	0.04		1.24				
FSIZE5	Seven	0.09	1	0.00	0.03	0.03	0.10		1.01				
LANG1	Noneng Mono	0.01	1	0.11	0.08	0.11	1.01		1.33				
LANG2	Noneng Dom	0.02	1	0.02	0.06	0.07	0.23		1.19				
LANG3	Eng Dom	0.10	1	0.02	0.03	0.04	0.45		1.37				
TYPE1	Public	0.89	1	-0.04	0.04	0.09	0.40		2.14				
TYPE2	Catholic	0.08	1	0.01	0.05	0.10	0.07		1.94				
URB1	Urban	0.18	1	-0.05	0.02	0.04	1.33		1.49				
URB2	Suburban	0.51	1	-0.01	0.02	0.03	0.46		1.48				
OCT1	FT Job	0.31	1	0.01	0.02	0.03	0.23		1.51				
OCT2	PT Job	0.29	1	-0.04	0.02	0.03	1.19		1.62				
FEB1	FT Job	0.43	1	0.03	0.02	0.02	1.47		1.21	0.03	0.02	1.43	
FEB2	PT Job	0.22	1	0.04	0.02	0.02	1.65	<=.10	1.04	0.03	0.02	1.31	
	Adj. R Sq. =0.055							Avg DEFT =	1.3354	Adj. R-Sq. = 0.053			

Table B.10
Adjusted Means for Self-Esteem Index in 1986

Label	Means	OLS b	Product	Adjusted Mean
INTERCEPT	0.04	0.26	0.26	
SEX				
MALE	0.47	0.03	0.02	0.05
FEMALE				0.02
RACE				
Hispanic	0.05	0.00	0.00	0.03
Am Indian	0.01	0.07	0.00	0.09
Asian	0.01	-0.21	0.00	-0.18
Black	0.09	0.15	0.01	0.17
White				0.02
ABILITY QUARTILE				
Low	0.15	-0.19	-0.03	-0.08
25-49%	0.22	-0.06	-0.01	0.04
50-75%	0.29	-0.09	-0.03	0.01
High				0.10
HS PROGRAM				
General	0.23	0.00	0.00	0.00
Academic	0.52	0.08	0.04	0.08
Vocational				-0.01
HANDICAP STATUS				
In Prog	0.07	-0.06	0.00	0.00
Consist Hcp	0.04	-0.12	0.00	-0.07
Incon Hcp	0.18	-0.07	-0.01	-0.01
Not Hcp				0.06
PSE PLANS				
None	0.17	-0.17	-0.03	-0.06
Voc/Tech	0.19	-0.07	-0.01	0.04
LT 4Yrs	0.19	-0.11	-0.02	0.00
BA/BS	0.25	-0.05	-0.01	0.06
Adv Degree				0.11
FAMILY INCOME (cln)				
Lt $8K	0.05	-0.07	0.00	0.04
$8-15K	0.14	-0.07	-0.01	0.04
$15-20K	0.14	-0.17	-0.02	-0.06
$20-25K	0.15	-0.07	-0.01	0.04
$25-30K	0.15	-0.10	-0.01	0.01
$30-40K	0.17	-0.05	-0.01	0.05
$40-50K	0.09	-0.01	0.00	0.10
GT $50K				0.11
HS REGION				
North East	0.06	-0.12	-0.01	-0.04
Mid Atlantic	0.16	-0.08	-0.01	0.00
E No Central	0.21	-0.03	-0.01	0.05
W No Central	0.10	-0.09	-0.01	-0.01
So Atlantic	0.16	0.00	0.00	0.08
E So Central	0.05	-0.06	0.00	0.02
W So Central	0.10	-0.04	0.00	0.04
Mountain	0.05	0.02	0.00	0.10
Pacific				0.08
JOB STATUS FEBRUARY 1986				
FT Job	0.43	0.03	0.01	0.05
PT Job	0.22	0.03	0.01	0.05
Not Employed				0.02

APPENDIX C
Data for Figures

Data for Figure 1.1
High School Graduation Rates

	% Not Graduating With Class	% Not Graduating by 1986
Total	16.61	8.42
S.E.	(0.526)	(0.421)
Unwtd N	3742	3742
Sex		
Male	18.22	8.93
S.E.	(0.817)	(0.605)
Unwtd N	6436	6436
Female	15.04	7.92
S.E.	(0.604)	(0.532)
Unwtd N	6890	6890
Race/Ethnicity		
Hispanic	27.62	16.74
S.E.	(2.102)	(1.918)
Unwtd N	2119	2119
Native Amer.	33.05	24.95
S.E.	(5.032)	(5.018)
Unwtd N	301	301
Asian	6.77	1.65
S.E.	(1.494)	(0.622)
Unwtd N	426	426
Black	21.87	10.59
S.E.	(1.661)	(1.274)
Unwtd N	1943	1943
White	13.93	6.92
S.E.	(0.54)	(0.407)
Unwtd N	8446	8446
Socio-economic Status		
Low	19.42	11.42
S.E.	(0.959)	(0.706)
Unwtd N	3528	3528
Medium-Low	14.09	7.12
S.E.	(0.789)	(.590)
Unwtd N	3030	3030
Medium-High	9.83	3.66
S.E.	(0.681)	(0.411)
Unwtd. N	3145	3145
High	6.11	1.69
S.E.	(0.54)	(0.314)
Unwtd N	3244	3244

Data for Figure 1.2
Percentage Who Enrolled in Postsecondary Education by 1986

	All 1982 Graduates
Total	65.90
S.E.	(0.709)
Unwtd N	10526
Sex	
Male	63.07
S.E.	(0.998)
Unwtd N	4949
Female	68.48
S.E.	(0.896)
Unwtd N	5577
Race/Ethnicity	
Hispanic	56.60
S.E.	(2.213)
Unwtd N	1580
Native Amer.	51.17
S.E.	(6.065)
Unwtd N	225
Asian	87.79
S.E.	(2.236)
Unwtd N	379
Black	58.41
S.E.	(1.974)
Unwtd N	1436
White	67.85
S.E.	(0.803)
Unwtd N	6866
Socio-economic Status	
Low	42.23
S.E.	(1.397)
Unwtd N	2531
Medium-Low	57.37
S.E.	(1.291)
Unwtd N	2379
Medium-High	73.06
S.E.	(1.114)
Unwtd. N	2643
High	87.73
S.E.	(0.973)
Unwtd N	2925

Data for Figure 1.3
Percentage Enrolled in Postsecondary Education by 1986

	Enrolled in 4 Year School by 1986	Enrolled in Other School by 1986
Total	40.68	35.07
S.E.	(0.801)	(0.717)
Unwtd N	10628	10612
Sex		
Male	41.16	31.51
S.E.	(1.063)	(0.925)
Unwtd N	5003	4993
Female	40.24	38.31
S.E.	(0.965)	(0.936)
Unwtd N	5625	5619
Race/Ethnicity		
Hispanic	25.88	39.85
S.E.	(1.772)	(2.12)
Unwtd N	1593	1600
Native Amer.	23.47	33.76
S.E.	(3.97)	(6.689)
Unwtd N	227	228
Asian	61.55	42.89
S.E.	(3.933)	(3.647)
Unwtd N	384	385
Black	32.71	34.16
S.E.	(1.614)	(1.864)
Unwtd N	1463	1449
White	43.14	34.69
S.E.	(0.936)	(.810)
Unwtd N	6916	6904
Socio-economic Status		
Low	17.80	28.97
S.E.	(1.018)	(1.307)
Unwtd N	2549	2545
Medium-Low	27.42	37.29
S.E.	(1.181)	(1.305)
Unwt N	2395	2399
Medium-High	43.93	41.45
S.E.	(1.197)	(1.254)
Unwtd N	2665	2665
High	69.38	31.98
S.E.	(1.417)	(1.368)
Unwt N	2967	2947

Data for Figure 1.4
Intensity of Enrollment in Postsecondary Education

	Full-Time Only	Part-Time Only	Full-Time to Part-Time	Part-Time to Full-Time
Total	73.78	14.24	4.68	7.31
S.E.	(0.747)	(0.594)	(0.321)	(0.393)
Unwtd N	8096	8096	8096	8096

Data for Figure 1.5
Enrollment Status in Postsecondary Education

	Full-Time Only	Part-Time Only	Full-Time to Part-Time	Part-Time to Full-Time
Sex				
Male	76.23	12.60	4.37	6.80
S.E.	(0.985)	(0.782)	(0.484)	(0.537)
Unwtd N	3696	3696	3696	3696
Female	71.71	15.62	4.94	7.73
S.E.	(1.031)	(0.812)	(0.430)	(0.584)
Unwtd N	4400	4400	4400	4400
Race/Ethnicity				
Hispanic	61.41	21.82	6.48	10.29
S.E.	(2.79)	(2.454)	(1.265)	(1.798)
Unwtd N	1195	1195	1195	1195
Native Amer.	82.40	9.30	3.60	4.71
S.E.	(4.383)	(2.951)	(1.578)	1.784
Unwtd N	133	133	133	133
Asian	68.43	12.13	2.90	16.54
S.E.	(3.68)	(2.367)	(0.903)	(3.09)
Unwtd N	349	349	349	349
Black	79.55	11.72	2.95	5.78
S.E.	(1.593)	(1.427)	(0.702)	(0.877)
Unwtd N	1120	1120	1120	1120
White	74.00	14.15	4.84	7.01
S.E.	(0.844)	(0.663)	(0.386)	(0.442)
Unwtd N	5273	5273	5273	5273
Socio-economic Status				
Low	72.36	19.11	3.61	4.92
S.E.	(1.785)	(1.606)	(0.63)	(0.7)
Unwtd N	1466	1466	1466	1466
Medium-Low	68.91	19.02	4.73	7.35
S.E.	(1.546)	(1.361)	(0.782)	(0.786)
Unwtd N	1654	1654	1654	1654
Medium-High	71.04	15.44	5.79	7.73
S.E.	(1.356)	(1.065)	(0.664)	(0.784)
Unwtd N	2177	2177	2177	2177
High	79.96	7.94	4.34	7.76
S.E.	(1.002)	(0.673)	(0.501)	(0.671)
Unwtd N	2734	2734	2734	2734

Data for Figure 1.6
Postsecondary Enrollment Patterns
Four Years Out of High School

	Full Time Contiuous Enrollment	Immediate Entry Stopout	Immediate Entry Out by 1986	Delayed Entry
Total	22.42	8.19	39.93	26.40
S.E.	(0.634)	(0.406)	(0.73)	(0.699)
Unwtd N	8096	8096	8096	8096

Data for Figure 2.1
Percentage of Males and Females Employed and Unemployed between the Second Quarter of 1982 and the First Quarter of 1986

Date	Unemployed	Employed	Not in Labor Force
2nd Q 82	9.11	54.85	36.04
S.E.	(0.338)	(0.636)	(0.597)
3rd Q 82.	8.06	53.45	38.49
S.E.	(0.333)	(0.642)	(0.624)
4th Q 82	7.81	53.39	38.80
S.E.	(0.351)	(0.651)	(0.620)
1st Q 83	8.16	54.24	37.60
S.E.	(0.354)	(0.627)	(0.620)
2nd Q 83	7.00	64.11	28.89
S.E.	(0.319)	(0.611)	(0.578)
3rd Q 83	6.08	61.10	32.82
S.E.	(0.310)	(0.634)	(0.595)
4th Q 83	6.01	59.94	34.05
S.E.	(0.302)	(0.611)	(0.586)
1st Q 84	6.79	47.53	45.68
S.E.	(0.329)	(0.653)	(0.622)
2FU Unwtd N	12830	12830	1283
2nd Q 84	5.65	54.21	40.14
S.E.	(0.309)	(0.620)	(0.591)
3rd Q 84	5.25	52.66	42.09
S.E.	(0.274)	(0.626)	(0.606)
4th Q 84	5.20	53.90	40.90
S.E.	(0.274)	(0.634)	(0.608)
1st Q 85	5.65	56.55	37.80
S.E.	(0.283)	(0.633)	(0.597)
2nd Q 85	5.08	64.65	30.24
S.E.	(0.300)	(0.611)	(0.555)
3rd Q 85	4.64	62.79	32.57
S.E.	(0.279)	(0.683)	(0.591)
4th Q 85	5.06	63.26	31.68
S.E.	(0.272)	(0.643)	(0.509)
1st Q 86	6.38	60.31	33.31
S.E.	(0.355)	(0.630)	(0.599)
3FU Unwtd N	13425	13425	13425

Data for Figure 2.2
Percentage of Males and Females Employed and Unemployed between the Second Quarter of 1982 and the First Quarter of 1986

Date	Males Employed	Females Employed	Males Unemployed	Females Unemployed
2nd Q 82	59.09	50.78	8.36	9.84
S.E.	(0.891)	(0.890)	(0.484)	(0.515)
3rd Q 82.	57.23	49.83	7.46	8.64
S.E.	(0.903)	(0.865)	(0.464)	(0.498)
4th Q 82	56.84	50.09	7.15	8.44
S.E.	(0.880)	(0.886)	(0.440)	(0.538)
1st Q 83	57.86	50.77	7.67	8.63
S.E.	(0.884)	(0.841)	(0.469)	(0.528)
2nd Q 83	68.34	60.05	6.39	7.60
S.E.	(0.813)	(0.858)	(0.419)	(0.467)
3rd Q 83	65.88	56.53	5.71	6.44
S.E.	(0.833)	(0.888)	(0.420)	(0.447)
4th Q 83	63.78	56.28	5.69	6.31
S.E.	(0.845)	(0.869)	(0.398)	(0.460)
1st Q 84	51.29	43.94	6.04	7.49
S.E.	(0.915)	(0.877)	(0.416)	(0.506)
2FU N =	6136	6694	6136	6694
2nd Q 84	58.49	50.00	4.78	6.50
S.E.	(0.870)	(0.887)	(0.449)	(0.414)
3rd Q 84	56.29	49.09	4.39	6.10
S.E.	(0.875)	(0.887)	(0.379)	(0.409)
4th Q 84	56.78	51.06	4.74	5.66
S.E.	(0.858)	(0.897)	(0.376)	(0.380)
1st Q 85	59.73	53.42	5.22	6.07
S.E.	(0.872)	(0.882)	(0.387)	(0.400)
2nd Q 85	69.71	59.68	4.35	5.81
S.E.	(0.841)	(0.855)	(0.442)	(0.405)
3rd Q 85	66.45	59.19	3.85	5.42
S.E.	(0.834)	(0.877)	(0.340)	(0.404)
4th Q 85	66.30	60.27	4.97	5.15
S.E.	(0.810)	(0.876)	(0.393)	(0.361)
1st Q 86	63.31	57.36	6.26	6.51
S.E.	(0.818)	(0.876)	(0.514)	(0.427)
Unwtd N: 3FU	6491	6934	6491	6934

Data for Figure 2.3
Percentage of 1980 Sophomores Employed by Race/Ethnicity

Date	Whites	Blacks	Hispanics	Asians	Native Americans
2nd Q 82	59.30	33.64	50.02	50.60	43.31
S.E.	(0.716)	(1.537)	(1.989)	(3.535)	(5.129)
3rd Q 82.	56.85	36.19	51.07	44.78	43.55
S.E.	(0.746)	(1.613)	(2.002)	(3.288)	(6.928)
4th Q 82	56.78	36.69	49.62	46.08	47.41
S.E.	(0.732)	(1.709)	(1.969)	(3.523)	(7.018)
1st Q 83	57.52	38.45	51.21	45.73	47.30
S.E.	(0.723)	(1.656)	(1.962)	(3.275)	(6.683)
2nd Q 83	67.86	47.76	58.93	59.39	50.08
S.E.	(0.680)	(1.744)	(1.946)	(3.372)	(6.596)
3rd Q 83	64.16	46.16	58.82	53.40	46.58
S.E.	(0.715)	(1.815)	(1.937)	(3.500)	(6.287)
4th Q 83	62.46	48.00	57.89	51.53	48.34
S.E.	(0.690)	(1.699)	(2.140)	(3.396)	(6.556)
1st Q 84	48.90	39.21	49.12	42.65	43.41
S.E.	(0.760)	(1.652)	(2.125)	(3.863)	(5.172)
Unwtd N: 2FU	8183	1849	2039	407	290
2nd Q 84	56.76	42.96	51.91	49.73	46.93
S.E.	(0.716)	(1.651)	(2.100)	(3.657)	(4.997)
3rd Q 84	54.32	42.79	54.67	48.48	50.80
S.E.	(0.720)	(1.580)	(2.089)	(3.763)	(5.169)
4th Q 84	55.48	45.20	53.95	54.12	53.51
S.E.	(0.721)	(1.690)	(2.089)	(3.271)	(5.126)
1st Q 85	58.60	48.04	57.47	54.01	52.86
S.E.	(0.737)	(1.688)	(2.056)	(3.393)	(4.997)
2nd Q 85	67.35	52.99	61.33	58.72	55.11
S.E.	(0.661)	(1.778)	(2.075)	(3.810)	(4.911)
3rd Q 85	64.88	53.83	60.87	58.66	50.44
S.E.	(0.709)	(1.762)	(2.006)	(3.006)	(5.037)
4th Q 85	65.07	54.5	62.27	58.83	58.95
S.E.	(0.737)	(1.709)	(1.982)	(2.790)	(4.777)
1st Q 86	62.19	53.08	59.08	53.39	51.31
S.E.	(0.707)	(1.603)	(1.945)	(3.196)	(5.285)
Unwtd N: 3FU	8494	1959	2145	426	307

Data for Figure 2.4
Percentage of 1980 Sophomores Unemployed Between the Second Quarter of 1982 and the First Quarter of 1986 by Race/Ethnicity

Date	Whites	Blacks	Hispanics	Asians	Native Americans
2nd Q 82	7.14	20.97	8.21	6.31	11.74
S.E.	(0.352)	(1.404)	(0.930)	(1.369)	(3.953)
3rd Q 82.	6.34	18.88	7.38	5.25	9.06
S.E.	(0.346)	(1.385)	(0.841)	(1.551)	(5.072)
4th Q 82	5.87	19.09	7.41	5.24	14.18
S.E.	(0.342)	(1.421)	(0.894)	(1.551)	(5.072)
1st Q 83	6.42	18.56	8.36	5.37	9.24
S.E.	(0.373)	(1.462)	(1.020)	(1.772)	(3.907)
2nd Q 83	5.31	16.00	6.61	6.34	18.10
S.E.	(0.316)	(1.337)	(0.791)	(1.766)	(6.596)
3rd Q 83	4.55	14.69	6.08	6.22	9.73
S.E.	(0.305)	(1.292)	(0.716)	(1.675)	(3.658)
4th Q 83	4.68	14.33	5.85	4.19	3.37
S.E.	(0.304)	(1.313)	(0.932)	(1.223)	(1.032)
1st Q 84	5.18	14.97	9.11	4.66	5.23
S.E.	(0.332)	(1.382)	(1.310)	(1.328)	(1.197)
Unwtd N: 2FU	8183	1849	2039	407	290
2nd Q 84	4.51	10.61	7.41	3.65	10.87
S.E.	(0.299)	(1.087	(1.269)	(1.092)	(43.791)
3rd Q 84	4.10	10.44	6.73	4.02	9.94
S.E.	(0.286)	(1.073)	(0.904)	(1.121)	(3.715)
4th Q 84	4.34	9.22	6.64	4.16	6.28
S.E.	(0.282)	(1.116)	(0.967)	(1.240)	(1.745)
1st Q 85	4.83	10.06	6.42	4.37	6.72
S.E.	(0.308)	(1.000)	(0.952)	(1.453)	(1.915)
2nd Q 85	4.08	9.73	6.88	3.53	7.13
S.E.	(0.296)	(1.030)	(1.150)	(1.471)	(1.908)
3rd Q 85	3.81	8.66	6.49	4.20	5.37
S.E.	(0.302)	(0.911)	(0.981)	(1.533)	(1.272)
4th Q 85	4.28	8.30	6.98	3.06	4.20
S.E.	(0.294)	(0.908)	(1.165)	(0.976)	(1.013)
1st Q 86	5.31	10.64	7.94	5.46	11.28
S.E.	(0.338)	(1.154)	1.229)	(1.652)	(3.714)
Unwtd N: 3FU	8494	1959	2145	426	307

Data for Figure 2.5
Proportion of Respondents Classified in the Various Employment Categories by Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time Only	Not In The Labor Force
Hispanic	12.67	7.58	5.64	19.14	1.45	53.52
S.E.	(1.463)	(1.230)	(0.651)	(1.382)	(0.455)	(1.979)
Unwtd N	2033	2033	2033	2033	2033	2033
Native Amer.	13.95	3.12	3.87	13.51	0.73	64.80
S.E.	(5.524)	(0.915)	(1.173)	(2.256)	(0.479)	(5.375)
Unwtd N	290	290	290	290	290	290
Asian	7.14	6.85	23.56	28.89	0.95	32.62
S.E.	(2.443)	(1.632)	(2.535)	(3.404)	(0.502)	(2.989)
Unwtd N	406	406	406	406	406	406
Black	7.59	5.09	5.08	23.59	3.41	55.24
S.E.	(0.927)	(0.718)	(0.590)	(1.440)	(0.589)	(1.657)
Unwtd N	1842	1842	1842	1842	1842	1842
White	11.76	6.50	13.42	27.14	1.10	40.08
S.E.	(0.505)	(0.336)	(0.470)	(0.640)	(0.146)	(0.766)
Unwtd N	8169	8169	8169	8169	8169	8169

Data for Figure 2.6
Mean Wages of Males and Females in February 1986

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student
Male	$5.46	$6.28	$5.78	$5.71
S.E.	(0.117)	(0.598)	(0.250)	(0.117)
Unwtd N	786	264	478	1101
Female	$4.93	$4.99	$5.29	$5.41
S.E.	(0.108)	(0.190)	(0.172)	(0.106)
Unwtd N	458	292	657	1353

Data for Figure 3.1
Marital Status of 1980 High School Sophomores in 1986

	Never Married	Married	Divorced Widowed or Separated	Living Together
Total	67.71	23.14	3.88	5.28
S.E.	(0.628)	(0.562)	(0.251)	(0.275)
Unwtd N	13342	13342	13342	13342

Data for Figure 3.2
Percent of 1980 High School Sophomores Who Were Married in 1984 and 1986 by Sex, Race/Ethnicity, SES, and PSE Plans

	1984	1986
Total	12.35	23.14
S.E.	(0.422)	(0.562)
Unwtd N	12800	13342
Sex		
Male	6.67	16.45
S.E.	(0.492)	(0.677)
Unwtd N	6121	6443
Female	17.78	29.70
S.E.	(0.691)	(0.856)
Unwtd N	6679	6899
Race		
White	13.26	24.99
S.E.	(0.530)	(0.668)
Unwtd N	8170	8454
Black	6.89	13.98
S.E.	(0.995)	(1.166)
Unwtd N	1843	1938
Hispanic	12.57	22.51
S.E.	(1.275)	(1.564)
Unwtd N	2033	2129
Asian	6.22	12.37
S.E.	(1.369)	(2.215)
Unwtd N	407	422
Native American	21.55	22.46
S.E.	(5.463)	(3.902)
Unwtd N	285	305

Data for Figure 3.2
Percent of 1980 High School Sophomores Who Were Married in 1984 and 1986 by Sex, Race/Ethnicity, SES, and PSE Plans (continued)

	1984	1986
SES		
Low	17.78	31.39
S.E.	(0.878)	(1.178)
Unwtd N	3389	3536
25-49%	15.27	26.78
S.E.	(0.962)	(1.098)
Unwtd N	2914	3033
50-75%	10.15	20.80
S.E.	(0.750)	(1.007)
Unwtd N	3021	3141
High	5.91	13.11
S.E.	(0.642)	(0.901)
Unwtd N	3129	3232
PSE Plans		
None	21.68	33.97
S.E.	(1.082)	(1.270)
Unwtd N	2726	2855
Voc./Tech.	14.59	29.18
S.E.	(0.992)	(1.227)
Unwtd N	2258	2353
LT 4 Yr	11.72	24.93
S.E.	(1.001)	(1.286)
Unwtd N	2190	2269
BA/BS	5.50	12.70
S.E.	(0.584)	(0.840)
Unwtd N	2855	2946
Adv Deg	5.40	10.86
S.E.	(0.631)	(0.846)
Unwtd N	2571	2661

Data for Figure 3.3
Marital Status of 1980 High School Sophomores in 1986 by Educational History

	Never Married	Married	Divorced, Widowed, or Separated	Living Together
Total	67.71	23.14	3.88	5.28
S.E.	(0.628)	(0.562)	(0.251)	(0.275)
Unwtd N	13342	13342	13342	13342
No HS Diploma	48.27	31.66	11.22	8.84
S.E.	(2.604)	(2.200)	(1.539)	(1.287)
Unwtd N	1072	1072	1072	1072
HS Diploma/GED	55.76	33.03	4.88	6.32
S.E.	(1.352)	(1.241)	(0.515)	(0.678)
Unwtd N	4090	4090	4090	4090
Some PSE	78.51	15.35	2.11	4.03
S.E.	(0.696)	(0.605)	(0.237)	(0.312)
Unwtd N	8063	8063	8063	8063

Data for Figure 3.4
Change in 1980 High School Sophomores Attitudes About the Importance of Marriage Between 1980 and 1986 by Sex, Race and Marital Experience

	More Important	Same, Very Important	Same, Somewhat or Not Important	Less Important
Total	9.30	74.85	2.77	13.09
S.E.	(0.356)	(0.553)	(0.190)	(0.423)
Unwtd N	11528	11528	11528	11528
Sex				
Male	9.31	71.91	3.26	15.52
S.E.	(0.535)	(0.807)	(0.299)	(0.622)
Unwtd N	5409	5409	5409	5409
Female	9.29	77.57	2.32	10.84
S.E.	(0.503)	(0.716)	(0.241)	(0.544)
Unwtd N	6119	6119	6119	6119
Race/Ethnicity				
White	9.22	76.39	2.57	11.83
S.E.	(0.411)	(0.623)	(0.213)	(0.469)
Unwtd N	7603	7603	7603	7603
Black	11.14	67.07	3.89	17.89
S.E.	(0.982)	(1.662)	(0.697)	(1.442)
Unwtd N	1571	1571	1571	1571
Hispanic	7.70	73.04	2.24	17.01
S.E.	(1.022)	(1.700)	(0.542)	(1.382)
Unwtd N	1723	1723	1723	1723
Asian	5.251	78.05	2.60	14.01
S.E.	(1.398)	(2.941)	(1.173)	(2.304)
Unwtd N	346	346	346	346
Native American	6.99	63.50	6.16	23.35
S.E.	(1.862)	(4.480)	(2.155)	(4.862)
Unwtd N	251	251	251	251
Marital Experince				
Never Married	10.90	72.04	3.40	13.67
S.E.	(0.446)	(0.658)	(0.249)	(0.488)
Unwtd N	8350	8350	8350	8350
Ever Married	5.01	82.34	1.11	11.51
S.E.	(0.544)	(0.912)	(0.232)	(0.752)
Unwtd N	2954	2954	2954	2954

Data for Figure 3.5
Number of Children for 1980 High School Sophomores in 1986
by Educational History

	No Children	One Child	Two Plus Children
Total	67.71	23.14	3.88
S.E.	(0.628)	(0.562)	(0.251)
Unwtd N	11133	11133	11133
No HS Diploma	51.60	23.37	25.03
S.E.	(2.642)	(1.946)	(2.218)
Unwtd N	1070	1070	1070
HS Diploma or GED	66.99	21.92	11.09
S.E.	(0.979)	(0.858)	(0.647)
Unwtd N	4087	4087	4087
Some PSE	88.71	8.41	2.88
S.E.	(0.499)	(0.425)	(0.272)
Unwtd N	8062	8062	8062

Data for Figure 4.1

Average Self-Esteem and Sex Roles Index Scores by Sex and Race/Ethnicity

Self-Esteem

	Male	Female	Hispanic	Black	White
1980	0.06	-0.06	-0.09	0.16	-0.02
	(.011)	(.012)	(.025)	(.024)	(.010)
1982	0.03	-0.03	-0.07	0.13	-0.01
	(.011)	(.012)	(.025)	(.022)	(.010)
1986	0.02	-0.02	-0.08	0.06	0.00
	(.012)	(.012)	(.024)	(.022)	(.010)

Sex Roles

	Male	Female	Hispanic	Black	White
1980	-0.17	0.15	-0.05	0.09	-0.01
	(.012)	(.012)	(.025)	(.024)	(.011)
1982	-0.22	0.20	-0.06	0.10	-0.01
	(.012)	(.014)	(.031)	(.025)	(.012)
1986	-0.16	0.15	-0.14	0.07	0.00
	(.013)	(.013)	(.027)	(.024)	(.012)

APPENDIX D
Means, Standard Errors, and Samples Sizes for Tables

Table 1a

Status of 1980 Sophomores During the First Week of February 1986

Status	Total†	Male				Female			
		White	Black	Hisp	Asian	White	Black	Hisp	Asian
In School	31.62	34.64	20.81	17.99	58.59	34.15	26.13	19.41	55.58
	(.643)	(1.042)	(1.878)	(1.778)	(4.452)	(.926)	(1.975)	(1.783)	(5.467)
Working	67.47	69.66	70.50	77.09	64.54	66.73	56.37	64.82	59.38
	(.577)	(.880)	(2.163)	(2.308)	(3.488)	(.969)	(2.206)	(2.703)	(4.744)
Apprenticeship/ Training Program	1.51	2.30	1.64	1.14	.51	0.82	1.01	1.45	.98
	(.157)	(.336)	(.564)	(.479)	(.503)	(.149)	(.404)	(.942)	(.703)
On Layoff or Looking for Work	10.87	10.35	13.75	12.30	8.39	8.83	18.98	11.41	17.24
	(.391)	(.651)	(1.712)	(.479)	(1.950)	(.568)	(1.990)	(1.799)	(6.427)
Keeping House	9.66	1.34	2.08	1.44	4.28	16.41	22.29	20.47	11.56
	(.398)	(.230)	(.596)	(.493)	(1.576)	(.794)	(1.938)	(2.159)	(2.940)
In Armed Forces	4.40	7.47	10.12	6.24	5.15	1.08	1.20	1.53	1.09
	(.245)	(.525)	(1.327)	(1.066)	(1.555)	(.198)	(.441)	(.713)	(.784)
Other	7.67	7.05	4.57	4.92	5.50	8.67	8.94	8.21	8.18
	(.321)	(.538)	(1.161)	(1.202)	(1.693)	(.543)	(1.460)	(1.658)	(2.865)
Unweighted N	13,383	4093	921	1023	207	4369	1033	1118	218

†Includes Native Americans.

Table 1.1a

Percentage of Different Types of Students Delaying Entry into Postsecondary Education, Based on All Who Enrolled by 1986

Total	26.40
Std. Error	(0.699)
Unwtd N	8096
Sex	
Male	27.24
Std. Error	(1.084)
Unwtd N	3691
Female	25.69
Std. Error	(.905)
Unwtd N	4400
Race/Ethnicity	
Hispanic	30.39
Std. Error	(2.389)
Unwtd N	1195
Native American	53.68
Std. Error	(8.465)
Unwtd N	133
Asian	16.88
Std. Error	(3.093)
Unwtd N	349
Black	36.95
Std. Error	(2.363)
Unwtd N	1120
White	24.47
Std. Error	(0.759)
Unwtd N	5273

Table 1.1a -- continued

Socio-economic Status	
Low	39.45
Std. Error	(1.818)
Unwtd N	885
Medium-Low	32.05
Std. Error	(1.553)
Unwtd N	1449
Medium-High	26.41
Std. Error	(1.277)
Unwtd N	2436
High	15.66
Std. Error	(0.907)
Unwtd N	3221
High School Program	
Academic	16.44
Std. Error	(0.751)
Unwtd N	1211
Vocational	41.72
Std. Error	(1.709)
Unwtd N	1290
General	39.22
Std. Error	(1.691)
Unwtd N	459
High School Grades	
Mostly A	11.47
Std. Error	(0.957)
Unwtd N	1991
Mostly B	26.11
Std. Error	(1.942)
Unwtd N	4398
Mostly C	38.77
Std. Error	(1.942)
Unwtd N	1298
Below C	59.60
Std. Error	(3.645)
Unwtd N	400

Table 1.2a

Incidence of Different Transfer Activities:
Percentage of 1980 Sophomores in Postsecondary Education 1980-86

No Transfers	0.6474
Std Error	(0.831)
Unwtd N	1611
Interlevel Transfer	0.2033
Std Error	(0.729)
Unwtd N	1611
Other Transfers	
Articulation	0.1043
Std Error	(0.558)
Unwtd N	1611
Reverse Articulation	0.0233
Std Error	(0.256)
Unwtd N	1611
Career Change	0.0441
Std Error	(0.336)
Unwtd N	1611

Table 1.3a

Percentage of Students with Different Patterns of Enrollment 1982-1986

	Continuous Full-Time	Immediate Entry, Stopout	Immediate Entry, Out by 1986	Delayed Entry
Total	22.42	8.19	39.93	26.4
S.E.	(0.634)	(0.406)	(0.730)	(0.699)
Unwtd N	8096	8096	8096	8096
Men	25.03	8.12	37.11	27.24
S.E.	(0.968)	(0.602)	(1.096)	(1.084)
Unwtd N	3696	3696	3696	3696
Women	20.21	8.25	42.32	25.69
S.E.	(0.779)	(0.576)	(0.905)	(0.905)
Unwtd N	4400	4400	4400	4400
Hispanic	13.31	8.43	42.03	30.39
S.E.	(1.600)	(2.127)	(2.459)	(2.389)
Unwtd N	1196	1196	1196	1196
American Indian	10.11	4.17	29.24	53.68
S.E.	(3.329)	(1.822)	(6.478)	(8.465)
Unwtd N	133	133	133	133
Asian	29.58	7.25	37.42	16.88
S.E.	(2.653)	(1.659)	(3.938)	(3.093)
Unwtd N	349	349	349	349
Black	11.89	6.93	42.43	36.95
S.E.	(1.242)	(1.001)	(2.258)	(2.363)
Unwtd N	1120	1120	1120	1120
White	24.54	8.34	39.68	24.47
S.E.	(0.745)	(0.461)	(0.835)	(0.759)
Unwtd N	5273	5273	5273	5273

Table 1.4a
Months of Postsecondary Education

	Total Months	F/T Months Only
Total percentage	19.19	16.55
S.E.	(0.179)	(0.203)
Unwtd N	8096	8096
Men	19.63	17.23
S.E.	(0.261)	(0.287)
Unwtd N	3696	3696
Women	18.82	15.97
S.E.	(0.287)	(0.249)
Unwtd N	4400	4400
Hispanic	16.67	12.58
S.E.	(0.578)	(0.52)
Unwtd N	1195	1195
American Indian	12.83	11.36
S.E.	(1.534)	(1.714)
Unwtd N	133	133
Asian	22.68	19.12
S.E.	(0.841)	(0.698)
Unwtd N	39	39
Black	16.04	13.99
S.E.	(0.434)	(0.426)
Unwtd N	232	232
White	19.82	17.21
S.E.	(0.229)	(0.199)
Unwtd N	5273	5273
Low SES	14.08	11.76
S.E.	(0.357)	(0.389)
Unwtd N	1466	1466
Med-Low SES	16.63	13.65
S.E.	(0.338)	(0.371)
Unwtd N	1654	1654
Med-High SES	19.12	16.26
S.E.	(0.285)	(0.330)
Unwtd N	2177	2177
High SES	23.3	20.91
S.E.	(0.251)	(0.300)
Unwtd N	718	718

Table 2.1a
Percentage of 1980 Sophomores in the Various Longitudinal Employment Categories by Selected Characteristics

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time Only	Not In The Labor Force
Total	11.27	6.31	11.66	25.77	1.42	43.56
S.E	(0.432)	(0.284)	(0.376)	(0.536)	(0.141)	(0.664)
Unwtd N	12802	12802	12802	12802	12802	12802
Sex						
Male	14.95	6.08	11.59	23.30	0.74	43.33
S.E.	(0.687)	(0.412)	(0.551)	(0.710)	(0.125)	(0.928)
Unwtd N	6115	6115	6115	6115	6115	6115
Female	7.76	6.52	11.73	28.13	2.07	43.78
S.E.	(0.457)	(0.400)	(0.471)	(0.770)	(0.247)	(0.872)
Unwtd N	6687	6687	6687	6687	6687	6687
Race/Ethnicity						
Hispanic	12.67	7.58	5.64	19.14	1.45	53.52
S.E.	(1.463)	(1.230)	(0.651)	(1.382)	(0.455)	(1.979)
Unwtd N	2033	2033	2033	2033	2033	2033
Native Amer.	13.95	3.12	3.87	13.51	0.73	64.80
S.E.	(5.524)	(0.915)	(1.173)	(2.256)	(0.479)	(5.375)
Unwtd N	290	290	290	290	290	290
Asian	7.14	6.85	23.56	28.89	0.95	32.62
S.E.	(2.443)	(1.632)	(2.535)	(3.404)	(0.502)	(2.989)
Unwtd N	406	406	406	406	406	406
Black	7.59	5.09	5.08	23.59	3.41	55.25
S.E.	(0.927)	(0.718)	(0.590)	(1.440)	(0.589)	(1.657)
Unwtd N	1842	1842	1842	1842	1842	1842
White	11.76	6.50	13.42	27.14	1.10	40.08
S.E.	(0.505)	(0.336)	(0.470)	(0.640)	(0.146)	(.766)
Unwtd N	8169	8169	8169	8169	8169	8169

Table 2.2a
Mean Wages of 1980 Sophomores in 1982 and 1986
by Employment History

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time
Mean Wage 1986	5.28	5.63	5.50	5.54	5.44
S.E.	(0.087)	(0.315)	(0.145)	(0.076)	(0.614)
Unwtd N	1244	556	1135	2454	63
Mean Wage 1982	4.27	4.08	4.37	4.60	6.03
S.E.	(0.103)	(0.126)	(0.118)	(0.101)	(1.616)
Unwtd N	959	464	1252	2264	67

Table 2.3a
Mean Wages of 1980 Sophomores in February 1986
by Employment History and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student
Hispanics	5.38	8.02	4.96	5.56
S.E.	(0.254)	(2.645)	(0.378)	(0.361)
Unwtd N	209	91	157	358
Blacks	4.63	6.08	6.83	5.33
S.E.	(0.197)	(0.654)	(0.765)	(0.210)
Unwtd N	114	63	119	363
Whites	5.34	5.28	5.44	5.57
S.E.	(0.103)	(0.158)	(0.156)	(0.086)
Unwtd N	867	380	778	1617

Table 2.4a
Mean Number of Hours Worked Per Week in February 1986 by Sex and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student
Total	41.6	36.2	29.2	30.3
S.E.	(0.607)	(0.710)	(0.483)	(0.390)
Unwtd N	888	440	1238	2161
Sex				
Males	43.9	37.6	32.0	33.4
S.E.	(0.789)	(1.025)	(0.693)	(0.611)
Unwtd N	567	199	605	1022
Females	37.1	35.0	26.3	27.6
S.E.	(0.751)	(0.975)	(0.621)	(0.507)
Unwtd N	321	241	633	1139
Race/Ethnicity				
Hispanics	39.6	34.7	28.6	30.2
S.E.	(1.530)	(3.284)	(3.377)	(1.178)
Unwtd N	145	66	131	276
Blacks	41.3	37.3	29.5	30.7
S.E.	(2.077)	(2.074)	(2.151)	(1.377)
Unwtd N	62	38	86	230
Whites	42.0	36.3	29.2	30.3
S.E.	(0.707)	(0.781)	(0.508)	(0.425)
Unwtd N	642	308	940	1542

Table 2.5a
Average Number of Jobs Held and Mean Number of Months in Each Job by Employment History

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time
Average Number of Jobs Held	2.76	3.17	3.22	3.14	2.34
S.E.	(0.037)	(0.056)	(0.039)	(0.031)	(0.110)
Unwtd N	1244	780	1779	3572	183
Mean Number of Months Per Job	17.98	11.44	9.83	10.44	8.19
S.E.	(0.200)	(0.260)	(0.180)	(0.116)	(0.573)
Unwtd N	1244	780	1771	3539	164

Table 2.6a
Mean Number of Jobs Held and Average Length of Each Job in Months by Employment History and Sex

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time
Males					
Number of Jobs	2.70	3.08	3.10	3.08	2.32
S.E.	(0.046)	(0.084)	(0.057)	(0.045)	(0.165)
Unwtd N	786	352	824	1610	63
Average Length	18.50	11.93	9.77	10.89	9.83
S.E.	(0.242)	(0.388)	(0.257)	(0.175)	(1.348)
Unwtd N	786	352	820	1594	57
Females					
Number of Jobs	2.88	3.24	3.33	3.19	2.34
S.E.	(0.056)	(0.073)	(0.055)	(0.042)	(0.138)
Unwtd N	458	428	955	1962	120
Average Length	17.04	11.00	9.89	10.89	9.83
S.E.	(0.285)	(0.316)	(0.233)	(0.153)	(0.626)
Unwtd N	458	428	951	1954	107

Table 2.7a
Average Number of Jobs Held and Mean Number of Months in Each Job by Employment History and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time
Hispanics					
Number of Jobs	2.68	2.81	3.25	2.86	2.35
S.E.	(0.095)	(0.166)	(0.138)	(0.086)	(0.490)
Unwtd N	209	139	221	521	31
Mean Months	18.62	12.69	10.40	11.21	Low-N
S.E.	(0.064)	(1.246)	(0.693)	(0.431)	Low-N
Unwtd N	209	139	217	514	25
Blacks					
Number of Jobs	2.60	2.73	2.94	2.60	1.78
S.E.	(0.106)	(0.183)	(0.135)	(0.086)	(0.179)
Unwtd N	114	88	164	546	56
Mean Months	18.86	12.04	10.05	9.87	6.35
S.E.	(0.627)	(0.774)	(0.699)	(0.419)	(1.174)
Unwtd N	114	88	164	532	46
Whites					
Number of Jobs	2.79	3.26	3.24	3.26	2.64
S.E.	(0.044)	(0.063)	(0.044)	(0.034)	(0.135)
Unwtd N	867	512	1262	2321	88
Mean Months	17.77	11.23	9.76	10.49	8.57
S.E.	(0.231)	(0.277)	(0.195)	(0.127)	(0.632)
Unwtd N	867	512	1258	2314	85

Table 2.8a
Mean Number of Periods of Unemployment by Employment History, Sex, and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time
Total	0.14	0.74	0.47	0.65	1.62
S.E.	(0.014)	(0.047)	(0.030)	(0.022)	(0.152)
Unwtd N	1244	780	1779	3572	183
Sex					
Male	0.11	0.77	0.43	0.62	1.37
S.E.	(0.017)	(0.070)	(0.039)	(0.034)	(0.225)
Unwtd N	786	352	824	1610	63
Female	0.19	0.71	0.50	0.67	1.70
S.E.	(0.026)	(0.057)	(0.041)	(0.029)	(0.188)
Unwtd N	458	428	955	1962	120
Race/Ethnicity					
Hispanics	0.17	0.72	0.63	0.80	1.49
S.E.	(0.049)	(0.141)	(0.107)	(0.091)	(0.588)
Unwtd N	209	139	221	521	31
Blacks	0.20	0.97	0.86	1.14	2.46
S.E.	(0.049)	(0.123)	(0.134)	(0.072)	(0.271)
Unwtd N	114	88	164	546	56
Whites	0.13	0.71	0.44	0.55	1.21
S.E.	(0.016)	(0.055)	(0.032)	(0.024)	(0.153)
Unwtd N	867	512	1262	2321	88

Table 2.9a
Average Length of Periods of Unemployment in Months by Employment History, Sex, and Race/Ethnicity

	Continuous Full-Time	Discontinuous Full-Time	Continuous Student	Discontinuous Student	Part-Time
Total	2.65	3.50	3.21	4.15	7.05
S.E.	(0.265)	(0.237)	(0.189)	(0.194)	(0.673)
Unwtd N	149	368	492	1428	127
Sex					
Male	2.47	3.80	3.31	4.51	6.67
S.E.	(0.271)	(0.399)	(0.332)	(0.327)	(1.226)
Unwtd N	79	164	211	607	43
Female	2.83	3.23	3.13	3.90	7.16
S.E.	(0.448)	(0.259)	(0.216)	(0.216)	(0.786)
Unwtd N	70	204	281	821	84
Race/Ethnicity					
Hispanics	Low-N	4.02	3.86	4.97	Low-N
S.E.	Low-N	(0.978)	(0.769)	(0.659)	Low-N
Unwtd N	21	75	72	236	18
Blacks	Low-N	5.75	4.11	6.82	8.07
S.E.	Low-N	(0.955)	(0.797)	(0.670)	(1.108)
Unwtd N	20	55	73	311	46
Whites	2.78	3.01	3.09	3.33	6.45
S.E.	(0.325)	(0.206)	(0.203)	(0.163)	(0.918)
Unwtd N	104	221	314	799	58

Table 3.1a
Marital Status of 1980 High School Sophomores in 1984 and 1986

	1984				1986			
	Never Married	Married	Divorced Widowed or Separated	Living Together	Never Married	Married	Divorced Widowed or Separated	Living Together
Total	82.05	12.35	1.48	4.12	67.71	23.14	3.88	5.28
S.E.	(0.520)	(0.422)	(0.147)	(0.272)	(0.628)	(0.562)	(0.251)	(0.275)
Unwtd N	12800	12800	12800	12800	13342	13342	13342	13342
Sex								
Male	89.65	6.67	0.79	2.89	76.51	16.45	2.46	4.58
S.E.	(0.583)	(0.1938)	(0.124)	(0.351)	(0.781)	(0.677)	(0.300)	(0.369)
Unwtd N	6121	6121	6121	6121	6443	6443	6443	6443
Female	74.78	17.78	2.13	5.31	59.07	29.70	5.26	5.97
S.E.	(0.805)	(0.691)	(0.263)	(0.420)	(0.908)	(0.856)	(0.395)	(0.400)
Unwtd N	6679	6679	6679	6679	6899	6899	6899	6899
Race								
White	81.11	13.26	1.50	4.13	66.18	24.99	3.74	5.09
S.E.	(0.612)	(0.530)	(0.181)	(0.313)	(0.728)	(0.668)	(0.271)	(0.310)
Unwtd N	8170	8170	8170	8170	8454	8454	8454	8454
Black	89.20	6.89	0.66	3.24	76.74	13.98	3.83	5.45
S.E.	(1.155)	(0.995)	(0.215)	(0.593)	(1.555)	(1.166)	(0.829)	(0.768)
Unwtd N	1843	1843	1843	1843	1938	1938	1938	1938
Hispanic	80.32	12.57	2.50	4.61	66.37	22.51	5.01	6.11
S.E.	(1.521)	(1.275)	(0.458)	(0.950)	(1.779)	(1.564)	(0.801)	(0.992)
Unwtd N	2033	2033	2033	2033	2129	2129	2129	2129
Asian	91.52	6.22	0.07	2.19	81.09	12.37	1.68	4.85
S.E.	(1.635)	(1.369)	(0.074)	(0.744)	(2.722)	(2.215)	(0.664)	(1.388)
Unwtd N	407	407	407	407	422	422	422	422
Amer. Indian	63.71	21.55	4.34	10.39	60.47	22.46	8.97	8.10
S.E.	(6.537)	(5.463)	(3.102)	(5.373)	(5.468)	(3.902)	(5.431)	(2.079)
Unwtd N	285	285	285	285	305	305	305	305

Table 3.2a
Percent of 1980 High School Sophomores with Different Marital Histories by Educational History

	Never Married	Remained Married	Experienced Marital Break-up
Total	72.39	22.36	5.24
S.E.	(0.611)	(0.546)	(0.290)
Unwtd N	13342	13342	13342
No HS Diploma	55.34	29.93	14.72
S.E.	(2.515)	(2.152)	(1.722)
Unwtd N	1072	1072	1072
HS Diploma or GED	61.41	31.90	6.69
S.E.	(1.065)	(0.993)	(0.515)
Unwtd N	4090	4090	4090
Some PSE	82.17	14.94	2.89
S.E.	(0.656)	(0.595)	(0.292)
Unwtd N	2062	2062	2062

Table 3.3a
1980 High School Sophomores' Attitudes on the Importance of Marriage in 1980 and 1986

	Very Important		Somewhat Important		Not Important	
	1980	1986	1980	1986	1980	1986
Total	83.57	86.36	12.00	10.54	4.43	3.10
S.E.	(0.459)	(0.445)	(0.389)	(0.392)	(0.259)	(0.237)
Unwtd N	12144	12774	12144	12774	12144	12774
Sex						
Male	80.50	86.06	13.82	10.72	5.68	3.22
S.E.	(0.673)	(0.653)	(0.594)	(0.559)	(0.420)	(0.340)
Unwtd N	5763	6116	5763	6116	5763	6116
Female	86.47	86.65	10.28	10.37	3.26	2.98
S.E.	(0.57)	(0.61)	(0.49)	(0.55)	(0.31)	(0.33)
Unwtd N	6381	6658	6381	6658	6381	6658
Race						
White	85.13	86.86	10.96	10.91	3.91	2.93
S.E.	(0.508)	(0.494)	(0.434)	(0.438)	(0.293)	(0.263)
Unwtd N	7942	8148	7942	8148	7942	8148
Black	77.65	84.44	15.80	11.05	6.55	4.51
S.E.	(1.463)	(1.252)	(1.230)	(1.006)	(0.796)	(0.875)
Unwtd N	1674	1849	1674	1849	1674	1849
Hispanic	79.44	86.50	15.39	10.72	5.18	2.78
S.E.	(1.456)	(1.490)	(1.383)	(1.433)	(0.780)	(0.638)
Unwtd N	1855	1995	1855	1995	1855	1995
Asian	83.05	91.78	13.01	6.59	3.94	1.63
S.E.	(2.384)	(1.616)	(2.084)	(1.488)	(1.298)	(0.691)
Unwtd N	368	401	368	401	368	401
Amer. Indian	69.43	76.70	22.82	20.18	7.75	3.12
S.E.	(4.494)	(5.179)	(3.593)	(5.268)	(2.329)	(1.109)
Unwtd N	269	291	269	291	269	291

Table 3.4a
Percent of 1980 High School Sophomores with Children in 1984 and 1986

	1984			1986		
	No Children	One Child	Two Plus Children	No Children	One Child	Two Plus Children
Total	88.27	9.44	2.23	77.67	14.63	7.71
S.E.	(0.476)	(0.424)	(0.201)	(0.577)	(0.429)	(0.379)
Unwtd N	11598	11598	11598	13337	13337	13337
Sex						
Male	93.65	5.27	1.06	84.81	10.35	4.84
S.E.	(0.470)	(0.437)	(0.164)	(0.691)	(0.556)	(0.392)
Unwtd N	5432	5432	5432	6431	6431	6431
Female	83.35	13.27	3.30	70.69	18.80	10.50
S.E.	(0.723)	(0.644)	(0.346)	(0.679)	(0.592)	(0.815)
Unwtd N	6153	6153	6153	6906	6906	6906
Race						
White	90.60	7.77	1.61	81.40	12.32	6.29
S.E.	(0.490)	(0.443)	(0.188)	(0.576)	(0.427)	(0.379)
Unwtd N	7443	7443	7443	8447	8447	8447
Black	78.11	16.76	4.92	61.72	24.97	13.25
S.E.	(1.461)	(1.306)	(0.954)	(1.668)	(1.495)	(1.181)
Unwtd N	1625	1625	1625	1933	1933	1933
Hispanic	81.94	14.05	3.96	71.12	17.15	11.72
S.E.	(1.875)	(1.810)	(0.830)	(1.925)	(1.522)	(1.590)
Unwtd N	1839	1839	1839	2132	2132	2132
Asian	95.45	3.65	0.59	89.74	6.13	4.12
S.E.	(1.377)	(1.277)	(0.422)	(2.294)	(1.816)	(1.329)
Unwtd N	372	372	372	426	426	426
Amer. Indian	81.23	14.05	4.57	65.75	19.50	14.75
S.E.	(3.596)	(3.224)	(1.448)	(6.082)	(3.118)	(4.356)
Unwtd N	250	250	250	306	306	306

Table 3.5a

Change in the Importance of Having Children Between 1980 and 1986 for 1980 High School Sophomores by Sex and Race

	More Important	Same, Very Important	Same, Somewhat or Not Important	Less Important
Total	26.40	28.50	26.54	18.57
S.E.	(0.590)	(0.594)	(0.609)	(0.476)
Unwtd N	11535	11535	11535	11535
Sex				
Male	27.23	21.27	30.62	20.89
S.E.	(0.844)	(0.746)	(0.883)	(0.750)
Unwtd N	1525	1525	1525	1525
Female	25.63	35.15	22.78	16.43
S.E.	(0.802)	(0.844)	(0.794)	(0.669)
Unwtd N	6101	6101	6101	6101
Race				
White	25.53	30.67	25.88	17.92
S.E.	(0.678)	(0.704)	(0.701)	(0.532)
Unwtd N	7536	7536	7536	7536
Black	28.84	17.83	30.68	22.65
S.E.	(1.532)	(1.282)	(1.732)	(1.447)
Unwtd N	1599	1599	1599	1599
Hispanic	26.66	26.82	27.52	19.00
S.E.	(1.786)	(1.881)	(2.186)	(1.726)
Unwtd N	1782	1782	1782	1782
Asian	33.69	26.72	21.45	18.13
S.E.	(3.771)	(2.589)	(2.566)	(2.957)
Unwtd N	354	354	354	354
Amer. Indian	44.84	13.56	23.72	17.88
S.E.	(7.391)	(2.550)	(6.436)	(4.507)
Unwtd N	238	238	238	238

Table 4.1a
Self-Esteem by Education History, Sex, and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent	Unweighted N
Less Than High School Diploma							
TOTAL	5.70	26.86	6.12	29.23	17.39	14.71	1,017
	(1.304)	(2.380)	(1.469)	(2.566)	(1.844)	(1.295)	
SEX							
Male	5.90	31.45	8.63	27.79	12.19	14.05	487
	(1.794)	(3.676)	(2.722)	(3.444)	(1.780)	(1.780)	
Female	5.50	22.2	3.58	30.69	22.65	15.38	530
	(1.882)	(2.946)	(.922)	(3.740)	(2.989)	(1.957)	
RACE/ETHNICITY							
Hispanic	8.15	14.26	4.04	43.56	17.34	12.65	199
	(4.545)	(2.925)	(1.926)	(7.265)	(4.553)	(3.002)	
Black	7.68	29.46	3.83	29.11	18.44	11.46	169
	(4.135)	(6.545)	(1.611)	(6.229)	(5.783)	(2.754)	
White	5.01	27.76	7.57	26.61	16.77	16.26	605
	(1.396)	(2.949)	(2.190)	(3.098)	(2.035)	(1.795)	
High School Diploma or GED Only							
TOTAL	9.89	26.19	7.81	24.51	13.08	18.52	3,992
	(.646)	(.874)	(.576)	(.902)	(.684)	(.799)	
SEX							
Male	11.73	27.66	7.03	25.46	11.26	16.86	2,101
	(.942)	(1.302)	(.729)	(1.312)	(.894)	(1.034)	
Female	7.79	24.51	8.71	23.41	15.16	20.43	1,891
	(.824)	(1.276)	(.902)	(1.251)	(1.114)	1.239)	
RACE/ETHNICITY							
Hispanic	8.08	27.09	6.39	24.32	17.87	16.25	673
	(1.848)	(2.790)	(1.641)	(2.918)	(2.182)	(2.205)	
Black	14.15	23.51	5.15	28.51	11.7	16.98	619
	(1.885)	(2.529)	(1.196)	(2.459)	(1.988)	(1.819)	
White	9.22	26.36	8.42	23.99	12.75	19.26	2,488
	(.734)	(1.039)	(.697)	(1.105)	(.823)	(.973)	
Any Postsecondary Education							
TOTAL	15.76	25.88	6.20	23.84	8.76	19.57	7,959
	(.605)	(.673)	(.351)	(.663)	(.431)	(.605)	
SEX							
Male	16.56	23.42	6.56	26.64	7.07	19.76	3,612
	(.854)	(.974)	(.553)	(1.030)	(.604)	(.881)	
Female	15.09	27.94	5.90	21.48	10.18	19.40	4,347
	(.803)	(.892)	(.488)	(.843)	(.619)	(.801)	
RACE/ETHNICITY							
Hispanic	13.83	29.66	6.68	24.12	6.87	18.84	1,172
	(1.994)	(2.483)	(1.201)	(2.257)	(1.227)	(1.882)	
Black	26.54	20.79	3.34	25.11	6.99	17.23	1,089
	(1.954)	(1.772)	(.777)	(2.017)	(1.135)	(1.584)	
White	14.55	26.38	6.56	23.47	8.95	20.09	5,217
	(.657)	(.784)	(.417	(.736)	(.482)	(.702)	

Table 4.2a
Self-Esteem by Employment History, Sex, and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent	Unweighted N
Continuous Full-Time Employment							
TOTAL	11.08	28.08	8.00	23.43	11.06	18.35	1,220
	(1.161)	(1.836)	(1.013)	(1.700)	(1.218)	(1.387)	
SEX							
Male	12.60	28.24	7.11	24.23	9.44	18.39	766
	(1.656)	(2.423)	(1.177)	(2.304)	(1.437)	(1.776)	
Female	8.35	27.79	9.62	22.00	13.98	18.27	454
	(1.436)	(2.735)	(1.816)	(2.387)	(2.198)	(2.321)	
RACE/ETHNICITY							
Hispanic	4.59	20.03	9.08	29.83	15.85	20.63	205
	(1.885)	(4.408)	(3.488)	(7.083)	(4.097)	(5.345)	
Black	16.03	24.68	1.07	25.97	14.62	17.63	111
	(4.930)	(4.741)	(.747)	(4.923)	(5.395)	(4.406)	
White	10.98	29.97	8.84	21.67	10.23	18.31	854
	(1.309)	(2.136)	(1.191)	(1.741)	(1.273)	(1.497)	
Less Than Full-Time Employment							
TOTAL	15.44	25.79	6.41	23.49	8.51	20.36	6,209
	(.645)	(.749)	(.410)	(.734)	(.470)	(.679)	
SEX							
Male	16.18	22.9	7.06	26.47	6.83	20.56	2,779
	(.929)	(1.074)	(.667)	(1.136)	(.684)	(1.017)	
Female	14.84	28.15	5.89	21.06	9.87	20.20	3,430
	(.895)	(1.015)	(.562)	(.933)	(.663)	(.918)	
RACE/ETHNICITY							
Hispanic	12.85	31.14	7.03	24.05	6.44	18.50	895
	(2.258)	(2.821)	(1.380)	(2.275)	(1.264)	(2.171)	
Black	24.62	22.02	3.68	25.45	6.03	18.21	829
	(2.159)	(2.217)	(.930)	(2.508)	(1.067)	(1.965)	
White	14.54	25.87	6.72	23.19	8.75	20.93	4,140
	(.710)	(.855)	(.483)	(.822)	(.533)	(.780)	
Not in the Labor Force							
TOTAL	9.99	25.32	6.66	26.21	14.01	17.81	5,061
	(.596)	(.796)	(.545)	(.866)	(.667)	(.704)	
SEX							
Male	11.13	26.55	6.65	27.65	11.79	16.23	2,365
	(.894)	(1.271)	(.813)	(1.350)	(.861)	(.973)	
Female	8.94	24.19	6.67	24.9	16.04	19.25	2,696
	(.789)	(1.091)	(.684)	(1.194)	(1.025)	(1.029)	
RACE/ETHNICITY							
Hispanic	11.02	23.77	5.21	27.04	17.26	15.71	866
	(2.133)	(2.367)	(1.160)	(2.994)	(2.082)	(1.765)	
Black	15.14	23.10	5.07	28.57	12.51	15.61	839
	(1.681)	(2.296)	(1.050)	(2.342)	(1.875)	(1.485)	
White	8.83	25.61	7.12	25.87	13.82	18.75	3,049
	(.686)	(.960)	(.691)	(1.048)	(.802)	(.886)	

Table 4.3a
Self-Esteem by Marital History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent	Unweighted N
Ever Married							
TOTAL	10.02	27.02	7.81	23.57	11.99	19.59	3,315
	(.757)	(1.029)	(.683)	(1.039)	(.815)	(.950)	
SEX							
Male	11.46	29.26	7.4	24.74	9.54	17.6	1,117
	(1.482)	(1.950)	(.929)	(1.917)	(1.187)	(1.430)	
Female	9.30	25.89	8.02	22.98	13.23	20.59	2,198
	(.873)	(1.236)	(.909)	(1.216)	(1.065)	(1.183)	
RACE/ETHNICITY							
Hispanic	9.59	23.74	7.44	26.64	16.23	16.35	593
	(2.458)	(2.871)	(1.904)	(3.896)	(2.715)	(2.242)	
Black	24.05	20.66	3.52	27.66	12.32	11.79	306
	(4.150)	(3.137)	(1.216)	(3.425)	(3.497)	(2.086)	
White	8.6	27.76	8.43	22.74	11.53	20.95	2,270
	(.743)	(1.184)	(.817)	(1.159)	(.895)	(1.135)	
Never Married							
TOTAL	13.85	25.75	6.46	24.86	10.52	18.57	9,665
	(.502)	(.612)	(.363)	(.647)	(.430)	(.531)	
SEX							
Male	14.25	24.89	6.88	26.63	8.97	18.38	5,089
	(.657)	(.834)	(.530)	(.903)	(.557)	(.706)	
Female	13.37	26.77	5.95	22.72	12.38	18.80	4,576
	(.737)	(.862)	(.478)	(.880)	(.662)	(.752)	
RACE/ETHNICITY							
Hispanic	10.92	27.46	6.01	26.85	11.80	16.97	1,462
	(1.601)	(2.041)	(.976)	(2.333)	(1.301)	(1.570)	
Black	18.25	23.02	4.33	27.32	9.23	17.84	382
	(1.331)	(1.685)	(.751)	(1.583)	(1.144)	(1.300)	
White	13.43	26.03	6.85	24.27	10.39	19.03	6,045
	(.588)	(.720)	(.431)	(.746)	(.496)	(.631)	

Table 4.4a

Sex Roles by Educational History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent	Unweighted N
Less than High School							
TOTAL	11.16	30.8	5.57	21.9	26.77	3.80	847
	(1.562)	(2.295)	(.936)	(1.791)	(2.115)	(1.052)	
SEX							
Male	10.45	31.5	5.86	17.61	30.15	4.43	386
	(2.345)	(3.166)	(1.479)	(2.406)	(3.329)	(1.669)	
Female	11.86	30.12	5.29	26.08	23.46	3.20	461
	(1.918)	(3.213)	(1.149)	(2.586)	(2.616)	(1.340)	
RACE/ETHNICITY							
Hispanic	6.99	25.23	5.72	20.48	35.00	6.58	154
	(2.922)	(4.885)	(3.546)	(4.852)	(5.294)	(3.817)	
Black	9.20	28.26	6.72	27.88	23.64	4.30	131
	(3.262)	(5.226)	(2.745)	(5.705)	(5.236)	(3.011)	
White	12.81	31.5	5.02	21.28	25.85	3.53	527
	(1.953)	(2.763)	(.949)	(2.020)	(2.454)	(1.251)	
High School Diploma or GED							
TOTAL	13.50	28.32	3.69	19.72	18.18	16.60	3,872
	(.704)	(.918)	(.454)	(.855)	(.806)	(.760)	
SEX							
Male	8.22	29.06	3.18	19.18	23.53	16.82	2,013
	(.774)	(1.251)	(.496)	(1.130)	(1.210)	(1.105)	
Female	19.39	27.48	4.25	20.32	12.21	16.35	1,859
	(1.229)	(1.389)	(.742)	(1.190)	(.989)	(1.098)	
RACE/ETHNICITY							
Hispanic	12.67	28.76	2.08	19.05	20.85	16.59	647
	(1.976)	(2.798)	(.642)	(2.472)	(2.567)	(2.060)	
Black	14.02	27.7	7.11	19.83	16.33	15.01	579
	(1.742)	(2.146)	(1.827)	(2.072)	(2.040)	(1.818)	
White	13.64	28.14	3.06	19.69	18.4	17.08	2,432
	(.869)	(1.092)	(.444)	(1.015)	(.952)	(.899)	
Any Postsecondary							
TOTAL	23.44	30.40	2.68	15.15	11.00	17.32	7,896
	(.686)	(.735)	(.259)	(9.504)	(.559)	(.564)	
SEX	(						
Male	12.20	32.60	3.56	15.62	17.77	18.25	3,584
	(.774)	(1.251)	(.496)	(1.130)	(.950)	(.826)	
Female	32.90	28.55	1.94	14.76	5.3	16.55	4,312
	(1.012)	(.962)	(.269)	(.698)	(.478)	(.735)	
RACE/ETHNICITY							
Hispanic	20.41	29.95	2.30	19.37	12.18	15.80	1,163
	(1.880)	(2.495)	(.698)	(2.271)	(1.709)	(2.021)	
Black	28.78	27.61	2.71	15.00	9.71	16.20	1,067
	(1.806)	(1.952)	(.718)	(1.395)	(1.465)	(1.550)	
White	23.12	30.85	2.58	14.79	10.93	17.72	5,185
	(.776)	(.825)	(.293)	(.567)	(.593)	(.659)	

Table 4.5a
Sex Roles by Employment History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent	Unweighted N
			Continuous Full-Time Employment				
TOTAL	13.02	33.17	2.23	18.76	14.31	18.50	1,189
	(1.277)	(1.773)	(.549)	(1.598)	(1.459)	(1.444)	
SEX							
Male	7.56	33.3	2.71	19.22	20.91	16.29	739
	(1.264)	(2.254)	(.798)	(2.057)	(2.191)	(1.819)	
Female	22.25	32.96	1.41	17.98	3.16	22.24	450
RACE/ETHNICITY							
Hispanic	9.56	41.52	2.01	16.08	15.81	15.03	198
	(2.692)	(5.767)	(1.626)	(3.780)	(3.851)	(4.288)	
Black	18.72	43.35	0.00	15.91	10.14	11.88	105
	(3.915)	(5.945)	(0)	(4.456)	(3.658)	(3.629)	
White	13.12	31.42	2.11	19.68	13.80	19.87	837
			Less Than Continuous Full-Time Employment				
TOTAL	24.19	30.16	2.53	14.77	11.13	17.22	1,560
	(.765)	(.813)	(.271)	(.568)	(.551)	(.616)	
SEX							
Male	12.68	31.96	3.34	15.53	18.31	18.18	2,759
	(.804)	(1.188)	(.489)	(.907)	(1.017)	(.902)	
Female	33.55	28.7	1.87	14.14	5.29	16.45	3,404
	(1.109)	(1.069)	(.297)	(.777)	(.504)	(.823)	
RACE/ETHNICITY							
Hispanic	21.4	30.14	1.9	19.11	11.35	16.09	891
	(2.174)	(2.856)	(.670)	(2.648)	(1.821)	(2.108)	
Black	28.73	27.15	2.79	15.59	10.24	15.5	813
	(2.107)	(2.394)	(.853)	(1.609)	(1.684)	(1.781)	
White	23.88	30.55	2.48	14.22	11.28	17.59	4,116
	(.859)	(.896)	(.309)	(.631)	(.630)	(.698)	
			Not in the Labor Force				
TOTAL	14.98	28.05	4.25	19.60	18.15	14.98	4,798
	(.699)	(.862)	(.417)	(.753)	(.827)	(.681)	
SEX							
Male	9.09	29.20	4.17	18.21	23.41	15.93	2,207
	(.789)	(1.289)	((.502)	(1.040)	(1.266)	(1.029)	
Female	20.28	27.01	4.32	20.85	13.43	14.11	2,591
	(1.119)	(1.206)	(.633)	(1.055)	(.976)	(.897)	
RACE/ETHNICITY							
Hispanic	13.10	25.04	3.41	20.19	22.98	15.28	802
	(1.839)	(2.413)	(.881)	(2.285)	(2.537)	(1.993)	
Black	15.92	25.29	7.50	19.74	16.29	15.26	763
	(.835)	(1.924)	(1.656)	(1.788)	(1.779)	(1.650)	
White	15.21	28.78	3.56	19.37	18.02	15.07	2,932
	(.873)	(1.087)	(.423)	(.914)	(.978)	(.837)	

Table 4.6a
Sex Roles by Marital History, Sex and Race/Ethnicity

	Stayed High	Moved Higher	Stayed Middle	Moved Lower	Stayed Low	Incon-sistent	Unweighted N
				Ever Married			
TOTAL	14.93	27.88	2.96	21.10	17.00	16.13	3,188
	(.841)	(1.125)	(.408)	(1.040)	(1.030)	(.908)	
SEX							
Male	6.02	27.77	2.60	21.49	25.81	16.31	1,059
	(.924)	(1.744)	(.600)	(1.908)	(1.903)	(1.547)	
Female	19.41	27.94	3.13	20.91	12.58	16.04	2,129
	(1.167)	(1.388)	(.522)	(1.176)	(1.011)	(1.137)	
RACE/ETHNICITY							
Hispanic	13.16	27.61	3.44	18.25	22.14	15.40	554
	(2.399)	(3.042)	(1.021)	(2.415)	(2.752)	(2.635)	
Black	17.79	34.13	3.58	19.61	11.43	13.45	286
	(3.340)	(4.068)	(1.867)	(2.816)	(2.296)	(2.511)	
White	15.11	27.36	2.82	21.51	16.45	16.75	2,204
	(.918)	(1.215)	(.451)	(1.199)	(1.019)	(1.035)	
				Never Married			
TOTAL	20.61	30.32	3.36	15.78	13.54	16.39	9,430
	(.588)	(.643)	(.262)	(.489)	(.500)	(.519)	
SEX							
Male	11.43	31.81	3.85	16.25	19.58	17.08	4,927
	(.586)	(.893)	(.365)	(.679)	(.797)	(.717)	
Female	31.41	28.57	2.78	15.22	6.44	15.58	4,503
	(.973)	(.897)	(.381)	(.684)	(.478)	(.703)	
RACE/ETHNICITY							
Hispanic	16.83	29.62	2.51	19.76	16.17	15.11	1,416
	(1.501)	(2.198)	(.669)	(1.987)	(1.687)	(1.518)	
Black	21.65	26.57	5.29	17.30	13.73	15.47	1,484
	(1.304)	(1.549)	(.991)	(1.346)	(1.314)	(1.352)	
White	20.91	30.91	2.91	15.05	13.42	16.80	5,945
	(.697)	(.751)	(.273)	(.542)	(.596)	(.610)	

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